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3-23-2009

### CLA Final Report

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## CLA Project

### Final Report

Tom Jackson, Department of English, Fayetteville State University

March 18, 2009

1. **A. Course Information:** When I initially joined the CLA project, I planned to use the CLA performance task in a second-semester English 120 class, already scheduled, for which I thought the project would prove particularly appropriate. However, a decline in enrollment produced insufficient students to fill this class, and I found myself reassigned to teach only English 110. Therefore, I administered my CLA performance task to **English Composition I, ENGL 110-02 (2405)**.

**B. Enrollment Information:** Of the 19 students enrolled in ENGL 110-02 at that time, the eleven present on the day the students performed the task included one junior transfer student and one sophomore; the other nine were first time freshmen, of which two had just enrolled in the current semester.

2. **A. The Task:** The performance task required the students to analyze a collection of documents to collect evidence, and to write an essay discussing the feasibility of establishing a study abroad program in order to improve the acquisition of foreign language skills by FSU students, given current financial circumstances.

**B. The Documents:** The documents included charts, posters, research abstracts, a news release, memos, a financial summary and a report from

the chancellor, all related to the acquisition of language skills or to the current financial situation at FSU. Most, but not all, of these documents were actual documents generated by the university, though some were created to suit the needs of the task. Including actual university documents made the task more realistic, but a false news release created a deliberate “red herring”. Members of a team formed in the CLA workshop assembled the documents.

**C. Integrating Information and Data:** While many of the documents (a colorful travel poster in particular) urged appreciation of the cultural, language skill and diversity advantages of foreign travel and study, other less exciting documents stated the simple facts that brief study abroad does not significantly increase language skill acquisition over class room study on campus and pointed out the extreme difficulty, if not impossibility, of financing study abroad for students under the current budget restraints.

**3. A. Performance Task Administration:** I administered the performance task on Tuesday, February 10, 2009.

**B. Score Assessment:** Because so few of the students had encountered a task like this one in a High School English class, and because the task came so early in the semester, I will not include the score in their final grade this semester.

**4. Student Performance:** I found student performance disappointing, but not surprising since so few of my students had significant experience with assignments of this kind.

**A. Consistent Strengths:** I did find students eager to use the documents to support points in their essays, though many did so awkwardly for want of training in this skill.

**B. Consistent Weaknesses:** I found many students more focused on their own desires to travel abroad than on the facts presented in the documents. Not surprisingly, they tended to focus on the facts they liked and to ignore those that they found uninteresting. Some simply ignored the financial documents and wrote about the “culture and diversity” to be found abroad.

5. **Recommendations:** I find myself hesitant to make any strong recommendations based on this one limited exercise, but offer the following thoughts and observations.

**A. Addressing CLA Competencies in the Classroom:** If the university assessment depends to any significant degree on CLA performance, I can see, yet again, that freshmen need significant instruction in reading, in critical reading techniques, and in recognizing logical fallacies. Since all written exercises depend on one’s writing skills, students need intense study and practice in writing techniques as well. The Department of English faculty will not consider this fresh news. The need is great; the students are many; the hours are few. English 110 can accomplish some things, but not all things. I could say I will try to teach my students to read more, and more carefully, to analyze what they read, and to write clearly about what they discover, but I already do that in English 110. At present, I can think of little more that I can crowd into this overburdened course. Because many of my students arrive so ill prepared, much class time vanishes into “remedial” instruction. Students who cannot distinguish between a noun and a verb or between a sentence and a clause have a difficult time making the subtle distinctions required of a critical reader, and a few of them, painfully slow readers, have some trouble reading even simple materials for content only. I find too many who simply resist reading altogether, ignoring or refusing reading assignments, sometimes even at the cost of a grade. I wish I knew a quick and easy solution, but I do not.

**B. Recommendations:** Unfortunately, I have no clear, firm recommendations for *all* faculty members. I do recommend that the CLA performance task might prove more successful in ENGL 120 than 110.

I can suggest a few general things to policy makers which they undoubtedly already know: Students at FSU need more *basic instruction* in reading, standard American grammar and writing than English 110 and 120 alone can provide, and I recommend that both of these courses be expanded to 5 credit hours each; I would predict that a study of the relationship between success in freshman English and overall success in college would reveal a significant positive correlation.

I recommend that the university actively seek ways to encourage more reading among FSU students as well as new ways to reward successful student writing, both in and out of the classroom. Some ideas to consider: Establish and support a dependable, regular, student-operated, weekly newspaper; continue to expand and improve the good work of the University College Writing Center and the Freshman Seminar reading program; support, encourage and expand the several campus essay contests which I have seen announced recently; establish a university press (perhaps in conjunction with an annual, national, minority writers' conference on campus) to encourage and publish the work of diverse writers from around the nation as well as to inspire students locally; support and expand the Professional Writing Certification Program in the English department, perhaps with a coordinated work-study program; add a reading specialist to the English faculty to focus specifically on upgrading reading instruction.

Finally, I recommend that grants and workshops for faculty to explore ways to improve reading and writing instruction be continued

CLA PerformanceTask

As posted on Blackboard for English 110-02, Fayetteville State University

Essay 2, CLA Assignment

*Item is no longer available. It was last available on Feb 12, 2009 11:05 AM.*

Open this folder to find the raw data on which to base your second essay. After you have carefully examined the documents, formulate a thesis in which you **either support OR attack this proposal** for language study. To support your argument, use evidence collected from the materials posted here. Remember to document any specific ideas or words borrowed from other writers.

The Scenario:

The Dean of the School of International Studies has proposed that 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. The Chair of the Department of English and Foreign Languages does not support the program because he believes it will cost too much under current budget restrictions and thinks the university should concentrate available funds on improvements and innovations to language study programs which already exist on the campus. The university has formed a committee of informed students to study the proposals and make recommendations to the Faculty Senate. As a member of this committee you have been asked to study the available evidence and make a recommendation which you support with evidence from the available materials.

### Step 1: The Issue

Fayetteville State University offers instruction in a number of foreign languages and requires foreign language study for some degrees. In addition, many students wish to achieve competence in a second language to make themselves more attractive to employers. The university will consider a proposal to create a “study abroad” program to enhance the study of foreign languages, but recent budget considerations demand that all available funds go into the most effective and efficient budget items possible. Some faculty members have suggested that all available language instruction funds go into improvements in faculty and facilities on the FSU campus, while others believe that a new program to promote study abroad should use at least a portion of the available funds.

### Step 2: The Scenario

The Dean of the School of International Studies has proposed that 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. The Chair of the Department of English and Foreign Languages does not support the program because he believes it will cost too much under current budget restrictions and thinks the university should concentrate available funds on improvements and innovations to language study programs which already exist on the campus. The university has formed a committee of informed students to study the proposals and make recommendations to the Faculty Senate. As a member of this committee you have been asked to study the available evidence and make a recommendation which you support with evidence from the available materials and your own ideas.

### Step 3: News Release

FAYETTEVILLE STATE UNIVERSITY

## NEWS RELEASE

FAYETTEVILLE, NC (January 28, 2009) -- Fayetteville State University announced today a proposal for a new program of language study which, according to Dr. Inna Neuplaze, will significantly improve language skills among the University's graduates through travel abroad by dozens of FSU students. "We hope, eventually, to have at least 50 students in other countries each semester," Dr. Neuplaze commented during the announcement.

Dean of The School of International Studies, Dr. Neuplaze also commented that expectations for a successful program run high in the School of International Studies. "We will soon announce an expansion of this proposed program to coordinate it with several departments, not just foreign language. If students find themselves in a new country, they may explore the history, the art, the music and other elements of that country and culture. By coordinating student travel with the appropriate departments in the university, we expect to offer credits in history, art, music, and other relevant subjects so that the student may return from abroad with a number of course credits, not just credits in language."

She went on to point out, however, that the major thrust of the program is to improve student language skills. "We need to graduate more students who possess marketable foreign language skills", she said, "and to prepare our students to accept jobs which require bilingual skills in both government and in the private sector."

To date, no specific plans have been made to offer credits in other fields, but Dr. Neuplaze believes a fully operational program will be available to students in time for fall semester in 2009.

Under the new program, the Department of Foreign Language would award one three-hour language credit to each student who participates in the program and spends a semester abroad in any country which speaks a language offered among the university's language courses, except for English. Currently the university offers courses in Arabic, Chinese, French, Spanish, Kiswahili, Yoruba, Persian, Hindi and Urdu. Dean Neuplaze, a native of Finland, credits her own command of English to living in Chicago while working on her Master's Degree at the University of Chicago.

No funds for student travel have so far been made available, but Dr. Neuplaze emphasized that her office hopes soon to find funding to supplement the cost of student travel. "Nothing helps a student learn a new language like living among the people who speak it," she said, "and we want our students to compete with those from any university in the country."



#### Step 4: Financial Documents

### **Summary of Academic Affairs Budget Workshop – February 3, 2009 - DRAFT**

#### **(See attachments for additional details)**

1. Two major sources of budget: state appropriations and revenue. In 2008-09, the total FSU was just under \$80 million, of which \$60 million (or 75%), was in state appropriations.
2. Six percent of state appropriation, (\$3.5 million) has already been returned; another one percent (\$588,146) is earmarked for possible return. Our final budget, after reductions, is \$75,471,834
3. Academic Affairs (AA) represents @ 62% of the total budget. By far, regular term instruction (which includes faculty salaries), is the single greatest component of the budget & \$39.8 million.
4. The 6% cut represents a cut of \$2.2 million in the Academic Affairs budget.
5. In the 2009-10 budget, AA must bear \$2.7 million (7%) reduction. The amount will be \$1 million for a 3% cut; \$1.7 million for five percent reduction. The 7% reduction looks most likely.
6. With the 7% reduction, we will offer fewer classes and increase enrollment limits in existing classes. It is very likely that some students' degree completion will be delayed.
7. The budget for one year is based on enrollment projections made in the previous year. As a result of raising admission standards and revising processes for admitting and re-admitting students to the university, enrollment is down in 2008-09. When our actual enrollment is below the projected enrollment, as is the case this year, we face two possibilities: 1) we must return a portion of state appropriations (which is much more likely in economic hard times) and 2) we also lose the projected tuition revenue. We have not determined fully the extent to which our tuition revenues will fall below projections. The tuition revenue short fall represents an additional potential budget cut.
8. Headcount enrollment, the number of individuals registered for classes, is not the most important factor. The budget is based on student credit hours (SCHs). SCH is derived by multiplying enrollment by credit hours, so that 20 students in a 3 credit class represent 60 student credit hours. While we usually speak of enrollment in terms of headcount – it's an

easier figure to grasp – we can meet the headcount goal without achieving our SCH target. In fact this occurred in the past two years. (See data in power point.)

9. Our projected enrollment for 2009-10 is approximately the same as the projected 2008-09 budget. (6684 headcount; 163,173 SCHs. Had we projected lower numbers, our budget would have been cut further. To ensure that we meet our enrollment projection for 2009-10, every unit must be very concerned about retaining the students enrolled this semester. Instead of retaining @ 57% (excluding those who graduate), we must strive for at least 67%. We must monitor students' progress more closely, refer students to academic support as needed, make sure they participate in the academic support, improve advisement. For 2009-10, special attention must be paid to improving support in classes with high rates of D, F, W grades. In addition to higher admissions standards, FSU will implement tougher academic progression standards.
10. The UNC funding model allocates state funds in categories based on disciplines. The funding model assumes that each faculty position will generate a certain number of SCHs per year. See power point for greater details.
  - Category 1: UG = 708.64; G = 169.52; D = 115.56
  - Category 2: UG = 535.74; G = 303.93; D = 110.16
  - Category 3: UG = 406.24; G = 186.23; D = 90.17
  - Category 4: UG = 232.25; G = 90.17; D = 80.91
11. When we compare enrollment from fall 2005 to fall 2008, we see a trend of faculty positions NOT generating the required SCHs.

Tenure Status	Fall 2005		Fall 2008	
	Actual	SCHs	Actual	SCHs
Tenure	95	83.1 (87%)	87	64.5 (74.1%)
On Track	122	117.7 (96.4%)	159	126.8 (79.7%)
Not on Track (full and part time)	164	89.1	183	95.6

12. To address the \$2.7 million budget reduction for 2009-10, the first step that AA must take will be make sure that all tenured and tenure track positions generate the SCHs associated with that position. Only after we ensure all full-time positions generate the appropriate number of SCHs can we approve adjuncts full or part time.
13. Department chairs will work with deans to develop proposed schedule of classes that must be approved by Academic Affairs before being put into Banner.

14. Some considerations:

- a. Balance need to increase enrollment limits with the need for intensive support – Must strive to maintain high levels of engagement.
- b. Funded release time will be honored.
- c. New faculty – one course load reduction to support faculty development activities. (First semester only?)
- d. Faculty teaching first-year English and mathematics courses may have lower SCHs
- e. Full-time adjuncts – teach five courses (SCHs = 125% of faculty position)?
- f. On-line courses must all have minimum enrollment limits of 25.
- g. We must establish guidelines for incorporating advisement responsibilities into the workload.
- h. Not for fall 2009 – develop guidelines for reduced load for research proposals.

Step 4.2: Message

Urgent Message from the Chancellor

[Bentley, Treva](#)

Sent: Friday, January 16, 2009 4:48 PM

To: [FSU Campus Faculty and Staff](#)

To Members of the FSU Community:

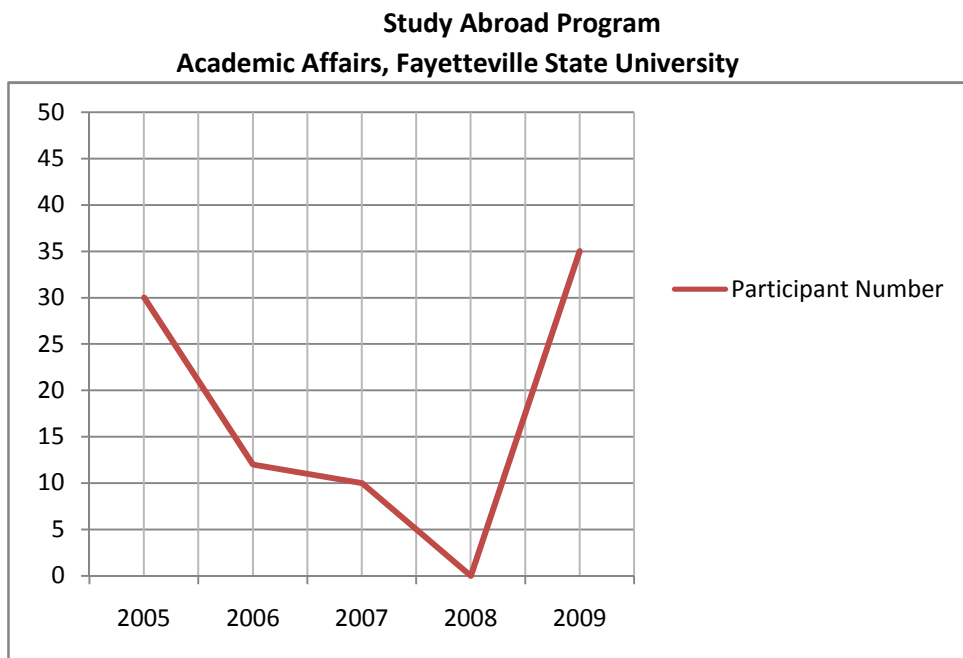
This week our newly installed governor issued an executive order to all state agencies to increase previous budget cuts in the current year's spending to 7 percent for most of them. Erskine Bowles, president of the UNC system, has requested that all UNC institutions prepare to make similar budget reductions. While FSU does have a plan in place to cope with this budget crisis, nonetheless we have limited places to reduce. There also exists a high probability that these budget reductions will be permanent and extend into the next fiscal year.

I would like to discuss, in a public forum, how we intend to address this economic scenario. The open meeting will be held next Tuesday, January 20, 2009 in Seabrook auditorium at 2:30pm. As an educational community, the Bronco family will come together during this difficult period to support FSU's mission and to support one another.

James A. Anderson  
Chancellor

Step 5: Chart

Step 5, (page 10) by Li, Yali



Step 6: Benefits

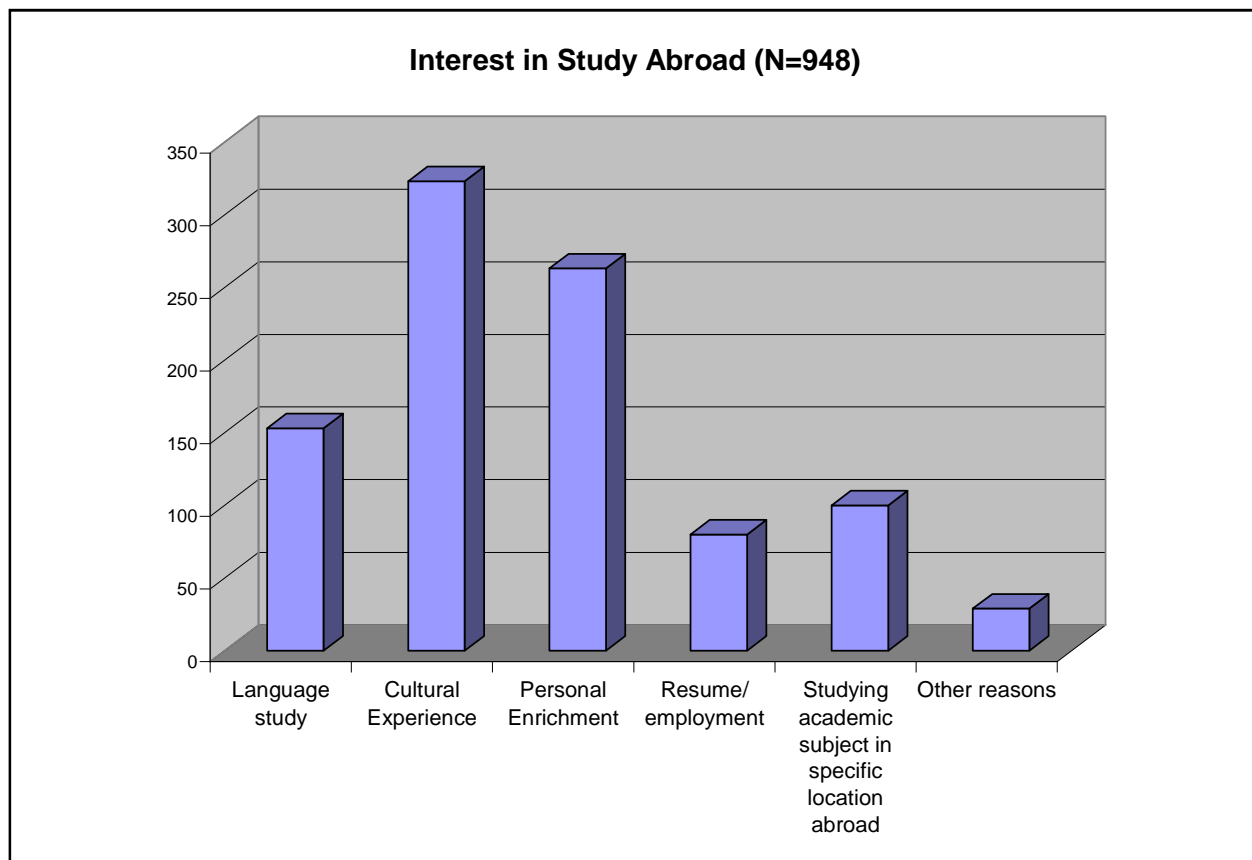
## THE BENEFITS OF STUDY ABROAD

The data below comes from surveys on study abroad. The table presents 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 (IES). The graph lists the most frequent reasons mentioned as a motivation for study abroad in order of frequency.

### STUDY ABROAD BENEFITS

Survey Item	% Full Year	% Fall Semester	% Spring Semester	% Summer	% Total
<b>Personal Development</b>					
Increased self-confidence	98%	95%	96%	97%	96%
Served as a catalyst for increased maturity	98%	97%	97%	95%	97%
Has had a lasting impact on world view	97%	95%	94%	92%	95%
<b>Academic Commitment</b>					
Enhanced interest in academic study	81%	80%	79%	84%	80%
Influenced subsequent educational experiences	91%	85%	86%	84%	87%
Reinforced commitment to foreign language study	88%	83%	85%	90%	86%
<b>Intercultural Development</b>					
Helped me better understand my own cultural values and biases	99%	97%	97%	95%	98%

Influenced me to seek out a greater diversity of friends	94%	88%	89%	86%	90%
Continues to influence interactions with people from different cultures	97%	93%	92%	92%	94%
<b>Career development</b>					
Acquired skill sets that influenced career path	82%	73%	74%	71%	76%
Ignited an interest in a career direction pursued after the experience	70%	57%	59%	59%	62%



Step 7: Research Abstracts

Jiyoung Kim

SEARCH THE WEB

UNIVERSITY RESEARCH ABSTRACTS:FSUMAX ONLINE SEARCH

**Search ID:** [F@s.-EN/N12Jan22](#)

**Search Date:** February 3, 2009

**Terms:** Foreign Language Requirements, Study Abroad Program

**Refinements:** All terms

**3 items found**

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**Author(s):** Benjamin, R. & Hundley, C.

**Locator:** 2005, Lang & Society Nov. 17(3), 34-51

**Abstract:** Language skills are in high demand these days. A business, a non-profit, an educational institution, and/or a government organization offer big starting bonuses in some cases as well as larger annual salaries to employees who are proficient in a foreign language and have college degrees in diverse fields such as political science, engineering and economics. 112 participants who successfully completed the Study Abroad program in addition to a foreign language course at Cromwell University were compared to 120 participants who chose to take two foreign language courses and not to participate in the Study Abroad program. Researchers found that approximately 78 % of the Study Abroad program participants demonstrated their foreign language competence significantly higher than the non-participants. Participants' academic records were compared for the following two semesters. Research found that the Study Abroad participants exhibited higher GPA than non-participants.

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**Author(s):**  
Millman, Sierra

**Locator:** Chronicles of Higher Education, v53 n31 pA15 Apr 2007. 1 pp.

**Abstract:** According to a report released by the National Academies' National Research Council, the U.S. Department of Education needs a high ranking official to oversee its efforts to expand Americans' proficiency in foreign languages and knowledge of international affairs because current foreign language requirements for college students represent only minimal amount of exposure to language and culture. The committee found that the Title VI and Fulbright-Hays programs directly support the Study Abroad program for college students and encourage universities to expand those efforts. The committee, however, could not compile enough reliable data to determine exactly how effective the study abroad programs were and how well participants were learning. Limited oral examinations and self-assessments are the most common methods in place, and both indicate "inadequate" programs. There were no significant

differences between the Study Abroad program with one foreign language course requirement and two foreign language courses requirement without the Study Abroad program.

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**Author(s):** Shelby, T., Nadir, L. & Schultz, E.

**Locator:** 1999, Curriculum Dev in Lang Teach Language Feb. 5(4), 125-147

**Abstract:** Research was conducted in the US higher institutions by international affairs. Subjects were 25 students who have studied abroad in a foreign country after first learning the language at their institutions. More than 50 % of the subjects responded the Study Abroad programs should have minimum language proficiency requirements beyond the foreign language requirements because the primary goal of the Study Abroad program is to ensure that students make substantive improvement in the use of the language and gain exposure to culture.

End of search

Step 8: Poster

# Study Abroad in Spain!

## Summer 2009

### Sevilla, Spain



Image Source:

“<http://www.spain-flag.eu/photos/spain-flag.gif>”



- Live with a host family!
- Participate in cultural activities!
- Earn course credit during the summer!
- Visit the Office of International Education to Apply!



**Images from left to right:** “Sevilla, Spain”; “Plaza de España, Sevilla Spain”; “Flamenco Dancer”; “The Cathedral of Santa Maria in Sevilla, Spain”; “Buildings Lining a Street, with the Giralda in the Background, Sevilla, Spain” (<http://www.britannica.com/>).

**Location Description:** “Andalusia, the southern region of Spain, offers sun and marvelous beaches, beautiful historic cities, unique traditional celebrations, friendly people, and a sparkling nightlife. It is also one of the richest parts of Europe in nature reserves and national parks, with a great variety in flora and fauna, and impressive landscapes. Situated in the cultural heart of Spain, the city of Seville truly brings the old world together with the new. At the crossroads of Europe, North Africa and Latin America, this land was the historical capital of the Moorish kingdom in Europe, the touchstone of Castilian re-conquest of the Iberian Peninsula, and the seat of colonial administration for Latin America” ([http://ois.fiu.edu/docs/flyer\\_2008\\_sevilla6f962476.pdf](http://ois.fiu.edu/docs/flyer_2008_sevilla6f962476.pdf)).

**Note:** “[F]aculty and staff are not responsible for delays, changes in itinerary, changes in the content and cost of program or other matters that are beyond their control” ([http://ois.fiu.edu/docs/flyer\\_2008\\_sevilla6f962476.pdf](http://ois.fiu.edu/docs/flyer_2008_sevilla6f962476.pdf)).

Step 9: Memo



## Chinese Language Table

This is a great opportunity for faculty and students interested in the Chinese language and culture to sit and talk in Chinese about a wide range of topics. Students taking Chinese language classes or interested are welcome to sit at the Chinese Language table.

Place: Rudolph Jones Cafeteria, Student Center  
Time: 12:30 p.m. to 1:30 pm. Every Monday and Wednesday  
Sponsors: Department of English and Foreign Languages  
International Education Center

If you need more information contact: Dr. Hongbing Zhang  
Department of English and  
Foreign Languages  
910-672-2224  
[H Zhang@uncfsu.edu](mailto:H Zhang@uncfsu.edu)

Sharolyn Hoy  
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910-672-1269  
[Shoy@uncfsu.edu](mailto:Shoy@uncfsu.edu)