

Your Email *

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing. CG 111A Study Skills for College Learning – Kane

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

Outcome #1: Identify learning style and apply preferred learning style.

100% of the students completed a learning style assessment and identified their learning style. 100% of the students completed a journal describing their learning style and how they can best use the knowledge of their learning style to contribute to their success as a student. All students met all criteria to earn an A for the journals. Students next shared their learning styles with their peers in a forum, sharing different techniques for studying for a test that aligned with their learning style. 100% of the students met all criteria to earn an A on the forum.

Outcome #2: Use effective textbook reading techniques.

Students submitted assignments demonstrating that they could apply all 9 steps of muscle reading to a chapter they were reading for a school assignment.

100% of the students demonstrated ability to complete steps 1 through 9, with the exception of Step 5 (Write a summary of the chapter) with 28/29 students (97%) completing this step. 28 students earned an “A” for this unit, 1 student earned a “C”

Outcome #3: Utilize library resources for information and research

All students were required to produce evidence of a CGCC library card to be successful in this unit. 100% of students were able to do so. After a presentation from the Director of Library Services, students were also required to complete an online scavenger hunt, identifying specific resources in the library and applying research techniques to find items from a variety of resources (books, magazines, peer-reviewed journals, etc). 22/29 students (76%) earned an “A” on this assignment, 1 student earned a “B” and 3 (10%) students earned an “F” because they did not complete the assignment, Students were also required to demonstrate their ability to cite MLA style and APA style. 17/29 students (59%) earned an “A” on this assignment, 2 earned a “B”, 1 earned a “C”, 2 earned a “D” and 6 (21%) earned an “F” because they did not complete the assignment. Overall scores for this unit 18 students (61%) earned an “A”, 4 (13%) earned a “B”, 4 (13%) earned a “C” and 4 (13%) earned an “F”.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Identify learning style and apply preferred learning style.

Outcome #1 *

% of students who successfully achieved the outcome: * 100

Outcome #2 *

Use effective textbook reading techniques.

% of students who successfully achieved the outcome: * 100

Outcome #3 * Utilize library resources for information and research

% of students who successfully achieved the outcome: * 87

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

I expected 100% of students to earn a B or better for each outcome. Assessments, resources and materials are closely aligned with each learning objective and students have opportunities to practice in achieving each objective. I met my goals for the first objective. I gave the students an assessment that they could complete to discover their learning style. Most of the students did not know what their learning style was prior to this assessment, and many shared “aha” experiences in their journals. All students were able to choose appropriate student methods (apply) and describe how knowing their learning style could contribute to their success as a student. On the course evaluation 100% of the students indicated that they could identify and apply their preferred learning style at the very good (60%) or excellent (40%) level by the end of the course, supporting my data from my assessments and grades.

My goals were also met for the Outcome #2. The activities and assessments ask them to demonstrate each step of Muscle Reading. Students usually don't like this unit because muscle reading is arduous. However, almost all students demonstrated that they could complete all steps, a testament to their tenacity as well as their ability to demonstrate textbook reading techniques. On the course evaluation 79% of the students indicated that they use effective textbook reading techniques at the end of the course at the very good or excellent level, with 16% indicating the good level. I am not surprised that some students scored their abilities lower than their assignment scores indicate. As I mentioned, muscle reading is an arduous chore that takes practice and commitment. Not all students may choose to use this technique in their future studies.

I was disappointed with the results of the 3rd outcome: only 74% of the students earned a “B” or better. To me, this indicates that 26% of students cannot demonstrate the skills they need to be successful at completing library research, an important skill for college success. On the course evaluation only 55% of the students indicated that they can utilize library resources for information and research at the end of the course at the very good or excellent level, with 45% indicating the good level. Again, I am not surprised by fewer students feeling that they achieved this outcome at a very good or excellent level. Library research skills takes much practice and patience, and the students really don't have adequate time to devote to learning these skills in this course. There is really only time to introduce them to the resources. I knew that this was going to be a difficult unit in advance and invited the Director of Library Services to one of the 2 f2f classes to give a presentation on how to look for an academically sound sources. I think having an expert present on this topic was helpful. Students will have to practice library research at the college level for many terms to gain more confidence. I am concerned that so many students were unsuccessful in the citing sources portion of the unit. They are shown the citation building tools, so really only have to learn how to copy and paste author, title, etc and hit the correct button to be successful in this unit. When I think about this portion of the unit, I think the lower rate of success can be somewhat attributed to this being one of the last units of an 11 week course squeezed into 5 weeks. Some students were playing catch up with other previous units and didn't have time to complete the activity and assessment. There were also issues with the quiz tool in Moodle and understandably, some students were frustrated and did not complete the two quizzes for that unit.

Based on your analysis in the questions above, what course adjustments are

I think that the results of the first two outcomes indicate that the resources were adequate to support the students in being

warranted (curricular, pedagogical, etc.)?
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successful in the assessments and achieving the outcomes. My analysis of the 3rd outcome indicates that I need to take some time to play with the quiz tool in Moodle and figure out what the issues are. This is a difficult course because it's crammed into 5 weeks. Perhaps I need to lower my expectations in the number of students who will be able to successfully complete some of the last units in the course if the length of the course continues to be the same.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

If we had budget, I'd love to suggest that we have an instructional designer on campus who can devote 100% of their time to helping instructors learn about and apply the tools in Moodle, as well as problem-solve these kinds of issues. But for now, I'll just have to create the time to fool around with the quiz tool in the LMS myself.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes, the assessment methods directly align with the learning outcomes, so they are accurate indicators.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

This is the first time I have done a course assessment for CG 111.

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