

Course Assessment– Part B: Your Results & Analysis

#124

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Pre-College Reading & Writing II – Kristen Booth – Spring 2016

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

I had about 8 students attend the majority of classes and do the majority of work. Of these 8, 2 passed the GED test, 3 should pass the GED test next Tues (they passed the practice test); of the 3 that did not attempt the GED test 1 should pass next December, 1 might need another year (ELL learner), and the 8th student has a modified high school diploma (thus does not need to take the test).

My goal was to have my students reading and writing at a level that they could pass the GED and/or use these two skills successfully at work. As 5 of the 8 students should pass the GED by next week, I feel that the class was successful.

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

Outcome #1 *

Six out of eight students (75%) mastered timed reading, discussing current events, and answering questions on the GED test. Of the two that did not, one was an ELL learner that could discuss, but had issues getting it grammatically correct on paper. The last student simply wouldn't do enough work to practice, and thus complete the assignment.

I would say that 4 out of 8 mastered writing summary and responses. As this was the first time that I taught this class, I realized that we didn't really do enough of them.

Two times they had to take a name, research that person and then write a summary paragraph about that person. I think that 6 out of 8 mastered this, and I found this to be a great assignment for the students. It involved reading and then pulling many sources together. It also taught them about plagiarism.

% of students who successfully achieved the outcome: * 75%

Outcome #2 *

I believe that the same students (6 out of 8 = 75%) mastered writing journals, paragraphs with topic sentences and supporting evidence, 5 paragraph essays, cover letters for job applications, and writing samples for the GED.

% of students who successfully achieved the outcome: * 75%

Outcome #3 *

N/A

% of students who successfully achieved the outcome: * N/A

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. *

After teaching this class – for the first time–there are several things that I will keep and some that I would like to change. I realized that I need to teach this class 50% reading and 50% writing. So, in the fall I will teach a book (we will read in class) and write more about the book. I will also teach grammar lessons one day a week; these lessons will be

taught as a review and cover many basic points (adj, non, adverb, run-on sentence, fragment, ect).

I will definitely teach the paragraph assignment where they get a name and had to research it and write a paragraph about that person. The first time they could not quote, and the second time they were suppose to quote. These two lessons taught time management (they only had 1 class to do it), computer skills, typing skills, research skills, and basic writing skills. Plus, the students really seemed to enjoy it.

The two 5 paragraph essays that I assigned were good assignments; they forced to students to practice organization, paragraph structure, sentence structure and learning the writing process.

The cover letter assignment was one that the students really enjoyed, as they were able to make up what their dream job would be. It was also a great "real life" lesson and very applicable to their lives.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

I would say that the only adjustment would be time. Simply dividing my teaching time to be 50% reading and 50% writing.

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

The only budget implications that might be needed would be for a set of books; however, I think that I will teach one of the books that we already have. So, there will be nothing new required to make these changes.

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

I believe that my assessment methods were accurate as they could show student improvement over the semester.

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

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