

# Course Assessment– Part B: Your Results & Analysis

#198

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Pre-College – Reading, Writing & Math – Janette Harrington – Winter 2017

## Part B: Your Results

### Directions

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

Five students responded to the course evaluation questions at the end of the winter term. Not all students responded to each question, and those that did reported about 50% improvement. As dismal as that looks, I was pleased that several comments gave a rational reason for these results.

### Outcome #1 \*

(My Outcome) – All students will show a minimum improvement of 2 points on the CASAS math test.  
(Survey Monkey question) – On a scale of 1 – 5, please rate your level of understanding and/or ability to show a minimum improvement of 2 points on the CASAS math test.

% of students who successfully achieved the outcome (C or above) \*

50% – 4:5 response

### Outcome #2 \*

(My Outcome) – All students will show a minimum improvement of 2 points on the CASAS reading test.  
(Survey Monkey Question) – On a scale of 1 to 5, please rate your level of understanding and/or ability to show a minimum improvement of 2 points on the CASAS reading test.

% of students who successfully achieved the outcome (C or above) \*

67% – 3:5 response

### Outcome #3 \*

(My Outcome) – 50% of all students will either apply for a GED scholarship (having met all requirements, including a “Likely to Pass” on the GED Ready test) or obtain a “Likely to Pass” score on at least one GED Ready test or at least one GED official test.

(Survey Monkey Question) – On a scale of 1 to 5, please rate your level of understanding and/or ability to either apply for a GED scholarship (having met all requirements, including a “Likely to Pass” on the GED Ready test), obtain a “Likely to Pass” score on at least one GED Ready test, or pass at least one GED official test.

% of students who successfully achieved the outcome (C or above) \*

67% – 3:5 response

## ANALYSIS

### 3. What contributed to student success and/or lack of success? \*

Before I answer this question, let me try to address the intent of this course and it’s outcomes. In future course

assessments, hopefully Survey Monkey and I can design the outcomes and questions to truly assess the course.

The primary goal of the course is for the student to experience an improvement on language arts and math skills to the intent of passing “the test” (usually the GED). Although we have often felt that CASAS scores (math in particular) are poor indicators of progress, we have chosen to use these scores for both math and reading progress, since they are required by the state.

Because the evening classes total only 5 hours a week, and many winter students juggled their education with night jobs, children, ice and snow, and winter illnesses, very few managed to accumulate enough instructional hours to take the CASAS. One student, who had done no recommended math work, took the CASAS early and saw no improvement. Another more motivated student, beginning math, also saw no increase in his score, yet went on to take the GED–Ready and scored a “Likely to Pass.” While I could tell you, from observation, that the second student was doing well, the CASAS showed absolutely no indication of that.

During the winter term, all 9 registered students stated a primary goal of obtaining their GED certificate. Class material, individual work, and advising was all directed at that goal. Eight of these nine students stayed with the class throughout the term. (That – in itself – is exceptional. An average term often loses 50% over three months.) Of those eight, seven were able to take at least one GED–Ready test. These tests indicate the student’s likelihood of passing an official test. Six students got at least one “Likely to Pass,” and the sixth student, a first–time 16–yr–old, was with–in two points. The most important question, here, is – Are these students able, with the help of the night classes, to achieve their stated goal? The answer is a resounding YES. – Two of the six have returned, this term, to take the rest of their practice tests. The other four said they would not be returning for Spring Term, but would take their GED. One of these students has already contacted me to say she has passed all four tests – YAY! I hope to hear from the other three.

So – What contributed to student success and/or lack of success?

After several years teaching the night classes, I believe two main things contribute to the student’s success. First, what the student brings into the classroom, and, second, what I can do to help.

Student comments show that a lack of commitment continually contributes to lack of success (see answers to Q.7).

Students are aware of this. I’ve also noted, over time, that a great help to a committed student is a family member who is also committed to helping the student achieve this goal. Despite unreliable sitters, family illnesses, undependable transportation and demanding bosses, a committed student, especially with a supportive partner, will achieve their educational goals.

My goal is to come along–side each of these students and help them identify, lay out, and write up an organized individual plan for their education. Together, we try to decide what will work for them – class–formatted instruction, work–book lessons, individual instruction and hand–outs, or on–line educational sites. Each student has different needs, and responds best when he can determine, for himself, his best mode of learning. – So I advise, counsel, teach, offer options, text, get info, locate better materials, harass, befriend or leave alone – whatever works for each student.

**4. Helping students to realistically self–assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end–of–term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \***

Student perception and responsibility – I’ve been amazed that I’ll sometimes meet a student who comes into a class truly believing they are stupid, educationally helpless, and unable to grasp easy or complex subjects, when, in reality, all they need is a bit of confidence and a few simple skills. On the flip side, I might get a student whose over–confidence (or behaviors that imply such) hinder their ability to learn. It’s a rewarding challenge to get both of these students to a place where they can succeed and move on to the next level of successful learning with their peers.

In addition, a constant mantra, in my classes, is, “I can help you, but I can’t make you learn. Starting now, and for the rest of your life, YOU are responsible for your own learning.” Some nod their heads, and many of them get the message. The students who get the message move on.

**5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \***

Winter term students did quite well. They more than met my expectations for that term.

**6. Based on your analysis in the questions**

No. I could do a long explanation on the vote to watch Trump’s

above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

acceptance speech (Q7) and it's use in our study of social studies. . . . I think it helped most of the class, but by then at least one of the students already had a "Likely to Pass" on her ss test. All students had the option to study something else at that time, so I think that, while this one student was interested, later reflection was that she had wasted her time. I really try to encourage the students to come up with helpful criticisms, so I appreciate her response about Trump's speech.

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

Right now, I'm good.

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

Absolutely not (see #3). Perhaps, next time we assess this class, I'll need to work with Kristen to get better Survey Monkey questions. To analyze the success of the course, we could simply look at test scores, and direct questions to assessing the satisfaction of the students.

(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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