

Course Assessment– Part B: Your Results & Analysis

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

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. *

The daily journals and the 5 paragraph essay were very valuable in gathering data from my students. The writing improved throughout the term, in addition as to their confidence in writing & using the computer. The 5 paragraph essay was an important concept for them to understand, as they are asked to write one on the GED test.

Outcome #1

*

I had about 10 students finish the term. I think that 5 of them passed the GED. 3 of them have returned to my class with goals of passing the GED this term.

Goal 1–improving writing. I feel that 8 out of 10 vastly improved their writing (an A or B). The other 2 students improved their writing. (I do not give out grades)

Goal 2–improving reading. I feel that the whole class, all 10 students, improved their writing with a C or better (with an A or B!). Dedicating class time to reading a book that the majority of the class enjoyed improved their reading and taught them that they actually enjoyed reading!

Goal 3–creating/writing on the computer. Again, I feel that the 10 students that finished my class all improved with a C or better with this goal. Learning how to head an essay, save on Google docs, edit, print, and type was practiced in almost every class we had. This daily work improved each student's comfort level.

% of students who successfully achieved the outcome (C or above) * 100%

Outcome #2 *

My students reading improved greatly over the term. By having the first 30–45 minutes of class, it helped the students to improve their reading by simply practicing it at their own pace. It also helped them to build their reading stamina and concentration -- which directly helped them with their GED test.

% of students who successfully achieved the outcome (C or above) * 100%

Outcome #3 *

Each student improved their typing skills and computer skills by having to write their journals on the computer. This was a daily assignment. The longer the students were in class the longer there journals became, and the stronger they were on the computer. They also learned how to save their documents to Google Docs and edit them online.

% of students who successfully achieved the outcome (C or above) * 100%

ANALYSIS

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

I feel that organizing my class into 2 sections, reading and then writing, helped my students to understand the "set up" of class and what was expected of them. It also helped that after reading, the students had time to type their journals

about what they read. Many students commented that they liked this part of class, and that they were all doing the same thing but were able to work at their own pace.

Furthermore, I feel that teaching this class a second time helped me to connect what I was doing to what their goal was (they were all their to pass the GED and further themselves in school or work). So, I would constantly tell them why I was asking them to do something--I connected it to their goal which helped them to be more motivated. (Reading stamina will help with the GED and college. Also, if you are a parent you need to show your children the love of reading. This will help them in school. OR Learning how to work on the computer --research, typing, editing--will help you in college or at your job. These skills are important). Connecting what we were doing in the class to how it was improving them and their life was wonderful. I think it made us all realize how valuable what we were doing was/is!

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. *

This was great! The students evaluated themselves in the three areas: Writing, Reading and Typing/computer. In both writing and reading they were all in the fair or good category; at the end of the term they rated that they had jumped up to good, very good and excellent! In typing they rated themselves as poor, fair and good at the beginning of the term; at the end of the term 50% rated themselves as good and 50% as very good. In the comment section, I was happy to see that several students commented on appreciating the structure of the class and the time to read.

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

Yes! 100%

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

I don't think that I will change much with this class for this term. As I have several returning students, we are reading a longer book. As it deals with World War II, I have had them do some research on some terms, locations and groups; I am hoping that this will help them to understand the book and what the world was like in the 1930s and 1940s.

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

None

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

Yes--my assessments methods were accurate indicators of the students' learning.

(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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