Course Assessment– Part B: Your Results & Analysis   #170

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RD 115 – Critical Reading – Julie Belmore – 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. *

Outcome 1: Data– To assess active and critical reading skills, the students will do eight
comprehension quizzes over the two books we are reading this term.
These quizzes will measure the students' abilities to analyze what they
are reading. Results– Of the students who completed the course, 85% had an average of 70% or higher on all 8 quizzes.
If I include all of the students, only 74% met this goal.

Outcome 2: Data– To assess vocabulary–building strategies, the students will be given a
pre and post multiple choice test from our text: The Least You Should
Know About Vocabulary Building: Word Roots. Their progress will be
measured through the difference in these two scores. Results– 83% of the students who took both the Pre–Test and the
Post–Test improved by 20% or more.

Outcome 3: Data– Each week the students will learn about and use a new reading strategy.
At the end of the term, they will be asked to write a short explanation of
the strategy or strategies that work best for them and demonstrate this
strategy on a specific academic text that I will provide. Results– 85% of the students who took the final exam were able
to clearly identify and use their preferred reading strategies.

Outcome #1 *	Read increasingly complex and diverse college–level texts using active analytical and critical reading skills.
% of students who successfully achieved the outcome (C or above) *	74%
Outcome #2 *	Use a variety of vocabulary–building strategies to discern the meaning of unfamiliar or discipline–specific words in increasingly complex college–level texts.
% of students who successfully achieved the outcome (C or above) *	83%
Outcome #3 *	Utilize reading strategies to monitor and enrich retention and comprehension of increasingly complex texts
% of students who successfully achieved the outcome (C or above) *	85%
ANALYSIS 3. What contributed to student success and/or lack of success? *	Participation in the class. I had three students fail this class and all three of them stopped attending the class but did not withdraw from the class. Their data is included in Outcome 1, but not in Outcomes 2 and 3 as they did not take the vocabulary post-test or the final exam. A few students who truly struggled with the class were able to become

successful by re-taking quizzes and fully participating in the on-line portions of the class.

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. *

On Outcome 1, 100% of the students who did the survey rated themselves as Good or higher on the outcome, which could be compared to 70% or higher, which was the benchmark. Since 26% of the students enrolled in the class did not reach this outcome, I am fairly confident that the students who did not reach the outcome did not fill out the survey. 3 students stopped attending class after just a few weeks and the three additional students who did not pass this outcome, most likely did not fill out the survey, as they also did not consistently participate in the on-line portion of the class.

On Outcome 2, 86% of the students rated themselves as Very Good or higher. This closely parallels the 83% of students who achieved the C level goal of 20% or higher improvement on the post-test for vocabulary knowledge.

On Outcome 3, only 50% of the students rated them as Very Good or higher. This is much lower than my data of 85% of the students being able to define and demonstrate their use of a preferred reading strategy. This is somewhat surprising, as the concept of reading strategies was touched on nearly every week and it seemed that most students were become more adept at identifying and using them through the course.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	If I exclude the 3 students who stopped attending class by week 5 or earlier, then yes, my goals were all met. Outcome 1 would be revised to 85% Outcome 2 is 83% and Outcome 3 is 86%. My goals were 80%.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	This was my first time teaching a hybrid version of RD 115. I was doubtful that it would be an effective course presentation format. I found it to feel very rushed, and having to have the students take so many quizzes in class did not allow for much time for good discussion. The on-line discussions made up for that a little, but it still was unsatisfying to me as a teacher. In the survey, I asked the students' opinions about the hybrid format and the results were that 79% preferred to keep the hybrid format, so no adjustment is recommended.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	n/a
8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *	I believe that they were accurate indicators because for the most part they were validated by the students' self-assessments in their course evaluations. Two of the outcomes are fairly straight-forward to assess (#1 and #2). The third outcome is more subjective and my data was more positive than the students' self- assessments. Next time, I would spend more time on their meta-cognition of their reading strategies, to help them be more aware of what they already do and have learned to do while they are reading.
(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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7 Jan 2017
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