

Course Assessment– Part B: Your Results & Analysis

#171

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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 first outcome I assessed was: Use a variety of vocabulary–building strategies to discern the meaning of unfamiliar or discipline–specific words in increasingly complex college–level texts. To assess this outcome, students took 8 vocabulary quizzes over the course of the term. They also had two vocabulary mastery exams, but unfortunately, I don't have the disaggregated data from those two mastery tests readily available. So, I am just reporting data from the eight quizzes. I defined successful achievement of this outcome if all my students--17 by the end of the term--show improvement from their first vocabulary quiz to their final quiz and the average score of the vocabulary category is 70% or higher. Out of 17 students, eight students showed improvement from the first vocabulary test to the final test. Two students showed no change, and one of those missed both quizzes. Five students did not show improvement and two students missed the final vocabulary quiz. The average score for the vocabulary category was 66%.

The second outcome I assessed was: Utilize reading strategies to monitor and enrich retention and comprehension of increasingly complex texts. To assess this outcome, I assigned seven reading selections for students to read carefully, and practice a selection of reading comprehension strategies that are included in the three stages of reading--previewing, integrating knowledge while reading, and recalling. I defined successful achievement of this outcome if all 17 of my students show improvement from their first reading selection homework score to their final homework score, and the average score for the reading selection homework category was 80% or better. Out of 17 students, nine of the students showed improvement from their first reading selection to their final selection. Three scores stayed the same, and two of those were zeroes, as these students did not complete the reading selection either time it was assigned. Five students did not show improve as measured by this task, but of those five three did not do the final reading selection assignment, and the other two had a lower score by just a few points.

The third outcome I assessed was: Read independently for multiple purposes, including scholarly research (e.g. peer-reviewed journal articles, uses of online scholarly databases, etc.). To assess this outcome, I had students read independently and complete 10 journal responses. The first five journals were responses to War Dances, a novel we read as a class. The last five journals were responses to individually chosen articles or books related to their career area of interest. I defined successful achievement of this outcome if 80% of the 17 students completed the journal satisfactorily. 82 % of the students completed the journals satisfactorily.

Outcome #1 *

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) * 41%

Outcome #2 *

Utilize reading strategies to monitor and enrich retention and comprehension of increasingly complex texts.

% of students who successfully achieved the outcome (C or above) * 47%

Outcome #3 *

Read independently for multiple purposes, including scholarly research (e.g. peer-reviewed journal articles, uses of online scholarly databases, etc.).

% of students who successfully achieved the outcome (C or above) * 76%

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

For outcome #1, my goal was to have all students show improvement from the first to the last quiz and to have the average class score for vocabulary be 70% or higher. Neither of these goals was met for many reasons. Two significant reasons are that several students missed one or more quizzes and the quizzes increased in complexity at the year progressed. Regardless of what the numbers say, I know students improved. I remember the day I passed out the first quiz. It had a selection of ten vocabulary words and I asked students to choose five and put them into sentences using synonym, antonym and elaborating details context clues. The students just stared at the test. They were so lost. I helped them through this first test. But, by the end of the term, they could all write complex contextualized sentences to demonstrate their understanding of learned vocabulary. The latter quizzes required students to create analogies, which is a higher level thinking skill, and I think this contributed to the lack of statistical improvement, even though I think they all did quite well.

For outcome #2, my goal was to have all students show improvement and to have the average class score for vocabulary be 80% or higher. Neither of these goals were met. Unlike the vocabulary assessment, the assessment method was consistent throughout the term. My thought is that perhaps the pacing was too fast and students needed more time and practice to fully internalize the strategies.

For outcome #3, my goal was to have 80% of my students complete all the required journals. There were five journals for War Dances, and five journals for their chosen book. This goal was met, as 82% of students met this goal. First, I provided War Dances for the students and we listened to the first chapter aloud. I also gave students time in class to read every Wednesday. There only homework for Wednesday was to complete a journal and that worked well. Also, I think students liked the dialogue journal aspect—that is, students responded to each other's journals. I responded to their journals every 3–4 weeks. For the chosen book, I took a survey to discover the career interests of my students. Then, I passed this information on to the librarians. They gleaned books from their shelves that matched the students' interests and then came to our class and gave a presentation. During the presentation they also noted how students could find articles using the various databases CGCC subscribes too. Scaffolding the first the novel, and enlisting the help of the librarians helped to achieve this goal.

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. *

For outcome #1, the majority of students—53%—noted that they felt “fair” in their ability to use strategies to discern unfamiliar vocabulary at the beginning of the term. By the end of the term the majority of students, 73% , felt “very good” in their ability to use vocabulary strategies. While my quiz scores show 41% averaged a “C” or better, more students felt they were competent. This could be because students who missed quizzes—therefore lowering their score—still felt that they learned the strategies. It could also mean that the assessments I used did not measure their understanding accurately. It is really hard to know for sure.

For outcome #2, the majority of students, 40% , felt “good” about their ability to use reading strategies at the beginning of the year. By the end of the year, the majority of students—60%— reported feeling “very good” about their abilities. Similar to the vocabulary outcome, it is possible that students who missed assignments still felt that they understood the material. Perhaps there is a problem with the assessment. Again, it is hard to know.

For outcome #3, the majority of students—33%— felt “good” about their ability to read independently at the beginning

of the term, but by the end of the term that number increased to 53% who reported feeling “very good” about their abilities. Most students completed the journal assignments and showed a satisfactory engagement with the material.

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

Even though my goals were not met exactly as written, I do feel I was successful in teaching the outcomes. I saw improvement in every student’s use of vocabulary strategies at different time throughout the term—even if the first and last quizzes didn’t

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

One course adjustment is to alter the pacing of the reading strategies to ensure that students have a better understanding of the material. I may have students correct their reading selection homework as a way to review. Additionally, I may alter the independent reading assignment so that students read peer-reviewed journal articles instead of a book. I would have the librarians come to the class earlier in the year to give a presentation about the material and make sure that students are able to print out their articles and review them.

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? *

I think if I assess this course again, I will use the mid-term and final to show progress instead of the daily quizzes that sometimes get lost in the shuffle. I will disaggregate the data and try to make the tests similar in difficulty so that they can show accurate improvement.

(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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