

Course Assessment– Part B: Your Results & Analysis

#220

Your Email *

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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. *

For each outcome achievement area assessed, 85–90% of students passed with a C or higher on each outcomes (as demonstrated below).

Outcome #1

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1.) Students will critically analyze each text while both critically- and reflectively responding to each assigned text.

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

90%

Outcome #2 *

2.) Students will write a two synthesis papers throughout the term wherein they compare and contrast three or more texts assigned texts.

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

85%

Outcome #3 *

3.) Students will annotate each assigned text in class, including peer-reviewed articles for the final information literacy project.

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

90%

ANALYSIS

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

I believe a combined effort of the learning community, cohort-model learning, and hands-on workshops allowed Reading 115 students to be successful this term. Students who were not as successful almost always had non-cognitive barriers to their success; otherwise, even these students I believe would have been successful.

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. *

Each term I ask my students to evaluate their work, their learning, and their role within both of those each term. Through these self-reflections, I consistently see just how a student's learning has progressed, or been challenged, or deepened throughout the term -- often, I see all three. Ultimately, the theme of these evaluative essays is a final sense of accomplishment and empowerment, in addition to their broadened understanding and mastery of the material.

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

Yes, student achievement of outcomes met my expectations for successfully teaching to each outcome.

6. Based on your analysis in the questions above, what course adjustments are

Each term, based on my own evaluation in addition to student evaluations, I consistently reinvent how I teach, how I assess, and how I

warranted (curricular, pedagogical, student instruction, etc.)? *

design curriculum. But alongside end of term adjustments, I and instead of one sweeping change, I make many micro-adjustments along the way, truly even, from class to class.

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

Further support in transitioning to a service-learning model with my LC cohorts would be an important new adjustment. I am unaware of the budget implications institutionally.

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

My assessment methods were indeed accurate indicators of student learning; students cannot be successful in the class if they do not demonstrate the above outcomes, thus, in demonstration of understanding, and even mastery, students indeed reflect their authentic learning through those chosen indicators.

(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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