

Course Assessment– Part B: Your Results & Analysis

#285

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Pre-College RD & WR II – 1092387 – Kristen Booth – Winter 2018

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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) *

I had seven students complete the survey. Each student said that they improved either 1 or 2 points.

From the GED practice test on Reading and Writing each one of my students' scores went up, and I had at least 4 (possibly 5) pass the GED test.

Outcome #1

*

Read with understanding & write with purpose. When both are completed, the goal (for the majority of my students) is to pass the Reading/Writing portion of the GED

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

90%

Outcome #2 *

Describe significant historical events in United States history, including the Declaration of Independence, Bill of Rights, and several US Supreme Court cases.in order to pass the GED test. Students will also be able to demonstrate their ability to read and use maps and graphs to support their explanations

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

80%

Outcome #3 *

Explain basic scientific concepts using the appropriate scientific vocabulary, graphs and charts to pass the GED test.

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

75%

ANALYSIS

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

I think that reading a book and doing journal questions is great for the students. It works on their concentration, reading skills, writing skills, comprehension skills, and computer/typing skills. All of these are needed for their ultimate goal of passing the GED.

Also, I copied several packets that dealt with charts, maps, graphs, ect. Each student did these individually and it helped immensely.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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 student's self-assessment improved. I feel that they each improved too.

<p>5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *</p>	<p>Yes!</p>
<p>6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *</p>	<p>As stated, this class has evolved and has become more individualized as students needs are different. I think that it would help to put several students into a group and have them work as a group. For example, I could have several students on and RD/WR and Social Studies track for 6 weeks. Then move to a Rd/WR and Science track.</p>
<p>7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?</p>	<p>none.</p>
<p>8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *</p>	<p>I am really trying to have my students communicate with me about where they are and where they want to be (i.e. when they want to take the test, ect). This has helped as it is forcing my students to advocate for themselves; in addition, it is helping them to take ownership over their time and how well or poorly they are using it.</p>
<p>9. Describe how you have shared information about course outcomes with your students.</p>	<p>I have not directly shared these results. However, I do tell my students that I need communication about where they are and where they want to be. I think that I am forcing them into being stronger advocates for their education, which helps with school and their self esteem.</p>
<p>10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes: CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).</p>	

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