![Southwestern Illinois College logo]

Assessment of Student Learning Report Form

Contact Person(s):	**Date of Report Submission:**
Cynthia Hussain ED.D.	10/11/2018

Academic Division:	**Semester Assessment Conducted:**
Liberal Arts	Spring 2018

Discipline/Program/Department:	**Identify if assessment is:**
Reading	First Time

Report Title:

Spring 2018 Student Motivation and Attitude and Learning Strategies Reading Program

Identify level of assessment:

☑ Course/Discipline (for assessments within one course or sections of courses related within the discipline)

☑ Degree/Program (for program specific or core competency assessments within courses that make up a degree)

1a. Describe what you wanted to know about student knowledge, skills or attitudes/beliefs. *(If applicable, include if this assessment is of entering students/existing students from programs of study)* **OR if this is a repeat assessment to "close the loop" - describe what was initially assessed and what changes were implemented.**

Faculty had both statistical and anecdotal data supporting the conclusion that student motivation played an essential part in student success. Faculty wanted to know if providing students with individual information concerning their motivational levels would lead to greater course success.

1b. Identify the courses that were involved in this assessment study:

English 91--Reading Comprehension

English 92--Critical Reading

1c. Identify the mode of delivery for participating courses: (Check all that apply.)

☑ Face-to-Face
☑ Online

1d. Identify the course objective(s), program/discipline goal(s) or core competency involved in this assessment:

Program Goal:

Students will utilize their knowledge of reading to become lifelong learners.

English 91 Course Objective:

Students will develop a positive attitude toward reading.

English 92 Course Objective:

Students will demonstrate that reading is a valued and regular part of their lives.

2a. Describe how the assessment was conducted/completed:

Students were given a Motivation and Attitude, and Student Learning Strategies Survey. Their data were sent to Outcomes Assessment for statistical analysis. Results, which included information about each component of the survey and suggestions for improvement, were shared with students. Faculty explained and taught several of the strategies.

2b. What tool was used to collect performance measures?

A standardized survey that assessed Student Motivation and Attitude, and Student Learning Strategies

2c. What was the sample size of the group assessed & the number of possible students?

All students enrolled in English 91 on the date of the assessment took it. This was a total of 90 students.

All students enrolled in English 92 on the date of the assessment took it. This was a total of 167 students.

3a. What were the results of this assessment? (*Organize data in a chart – no interpretation needed here.*) **If this is a repeat assessment, also share the previous assessment results:**

Motivational Survey Feedback

Comparison Between ENG 91 and ENG 92

1= not at all true of me to 5= very true of me

difference = ENG 92 average – ENG 91 average

	average ENG 91	average ENG 92	*difference*
a. Intrinsic Goal Orientation	3.78	3.72	**- 0.06**
b. Extrinsic Goal Orientation	4.35	4.23	**- 0.12**
c. Value Component: Task Value	4.11	3.99	**- 0.12**
d. Expectancy Component: Control of Learning Beliefs	3.99	3.85	**- 0.14**
e. Expectancy Component: Self-Efficacy for Learning and Performance	4.13	4.00	**- 0.13**
f. Affective Component: Test Anxiety	2.96	3.09	**+ 0.13**

g. Cognitive and Metacognitive Strategies: Rehearsal	3.96	3.83	**- 0.13**
h. Cognitive and Metacognitive Strategies: Elaboration	3.69	3.66	**- 0.03**
i. Cognitive and Metacognitive Strategies: Organization	3.78	3.60	**- 0.18**
j. Cognitive and Metacognitive Strategies: Critical Thinking	3.53	3.53	**0**
k. Cognitive and Metacognitive Strategies: Metacognitive Self-Regulation	3.63	3.58	**- 0.05**
l. Resource Management Strategies: Time and Study Environment	3.62	3.63	**+ 0.01**
m. Resource Management Strategies: Effort Regulation	3.41	3.34	**- 0.07**
n. Resource Management: Peer Learning	2.90	3.11	**+ 0.21**
o. Resource Management: Help Seeking	3.59	3.49	**- 0.10**

MOTIVATION SURVEY ENGLISH 91 & ENGLISH 92 SUCCESS RATE AVERAGE

Course	Year	Percent Success
Eng 91	2013	83.29
Eng 91	2014	78.94
Eng 91	2015	82.18

Eng 91	2016	84.29
Eng 91	2017	82.14

English 91 five-year success rate average = 82.168

Motivation Survey English 91 Spring 2018 success rate average = 78%

Course	Year	Percent Success
Eng 92	2013	81.62
Eng 92	2014	77.29
Eng 92	2015	76.81
Eng 92	2016	74.8
Eng 92	2017	78.35

English 92 five-year success rate average = 77.774

Motivation Survey English 92 Spring 2018 success rate average = 79.1%

3b. What was the cut-off point (benchmark) indicating satisfactory student performance for the goal/objective assessed?

Since this assessment was exploratory in nature, the Reading faculty did not set a benchmark for success. We wanted to see if providing students this information would result in higher success rates than in previous semesters where students were not provided with this information.

4a. What is the faculty analysis/interpretation of these results/trend results?

Reading faculty reached several conclusions.

First, developmental students, for the most part, do not possess the intrapersonal intelligence to accurately self-assess. For this survey, in both English 91 and English 92, students consistently assessed their motivational/attitude factors and their learning strategies at higher levels than they possessed as shown by classroom perfomance. Faculty were astonished by the scores, especially those students who gave themselves all perfect scores. Faculty had not seen evidence of students performing at these levels before the assessment nor after the assessment. Basically, their performance did not match their high self-assessments.

Secondly, although English 91 students perform at lower levels than English 92 students, their self-assessments were nearly the same. So the lower performing the students are, the less likely it is that they possess in the intrapersonal intelligence to accurately self-assess their abilities and behavior.

Thirdly, there is a gap between knowledge and application for these two groups of students. Knowing what areas to improve, why it was important to improve in these areas, and how to improve in these areas did not lead the students to apply the knowledge and actually improve in these areas.

4b. Did the groups meet the benchmark?

No. Both courses fell within the average success rates over a five-year period but did not improve in terms of success rates.

4c. Were there differences in performance based on ethnicity, mode of delivery, GPA, participation in specific support activities, etc.?

We did not test for this.

5. What changes, if any, do the faculty plan on implementing to improve student performance? *[Note: The response to this question is printed in a public document, the OA Report, posted on www.swic.edu without the above information. Please write this response for summary stand-alone statement that the public will understand – what was assessed, analysis of results, and plans for action.]*

Students in English 91-Reading Comprehension and students in English 92-Critical Reading were surveyed about their Motivation and Attitude, and Learning Strategies. Survey results compared to classroom performance showed that students did not accurately self-assess: they consistently rated their abilities and knowledge higher than they demonstrated in class. Students also had difficulty in applying the knowledge they learned through the survey to their classroom behavior. Reading faculty will continue to work on motivaton, attitude, and learning strategies through curriculum design and textbook choices. Reading faculty recommend that developmental students be enrolled in a college success course, such as ED 101, in order to develop a deeper understanding of their abilities and to learn about these concepts and how to apply them to their college coursework.

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Submitted By:	**Division:** Liberal Arts
Hussain, Cynthia	
Date Reviewed:	
11/2/2018	

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MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE

Please rate the following items based on your behavior in this class. Your rating should be on a 5-point scale where 1= not at all true of me to 5=very true of me .

1. In a class like this, I prefer course material that really challenges me so I can learn new things.

2. If I study in appropriate ways, then I will be able to learn the material in this course.

3. When I take a test, I think about how poorly I am doing compared with other students.

4. I think I will be able to use what I learn in this course in other courses.

5. I believe I will receive an excellent grade in this class.

6. I'm certain I can understand the most difficult material presented in the readings for this course.

7. Getting a good grade in this class is the most satisfying thing for me right now.

8. When I take a test, I think about items on other parts of the test I can't answer.

9.It is my own fault if I don't learn the material in this course.

10. It is important for me to learn the course material in this class.

11. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.

12. I'm confident I can learn the basic concepts taught in this course.

13. If I can, I want to get better grades in this class than most of the other students.

14. When I take tests, I think of the consequences of failing.

15. I'm confident I can understand the most complex material presented by the instructor in this course.

16. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.

17. I am very interested in the content area of this course.

18. If I try hard enough, then I will understand the course material.

19. I have an uneasy, upset feeling when I take an exam.

20. I'm confident I can do an excellent job on the assignments and tests in this course.

21. I expect to do well in this class.

22. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.

23. I think the course material in this class is useful for me to learn.

24. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.

25. If I don't understand the course material, it is because I didn't try hard enough.

26. I like the subject matter of this course.

27. Understanding the subject matter of this course is very important to me.

28. I feel my heart beating fast when I take an exam.

29. I'm certain I can master the skills being taught in this class.

30. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.

31. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.

32. When I study the readings for this course, I outline the material to help me organize my thoughts.

33. During class time, I often miss important points because I am thinking of other things.

34. When studying for this course, I often try to explain the material to a classmate or friend.

35. I usually study in a place where I can concentrate on my course work.

36. When reading for this course, I make up questions to help me focus my reading.

37. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.

38. I often find myself questioning things I hear or read in this course to decide if I find them convincing.

39. When I study for this class, I practice saying the material to myself over and over.

40. Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.

41. When I become confused about something I'm reading for this class, I go back and try and figure it out.

42. When I study for this course, I go through the readings and my class notes and try to find the most important ideas.

43. I make good use of my study time for this course.

44. If course readings are difficult to understand, I change the way I read the material.

45. I try to work with other students from this class to complete the course assignments.

46. When studying for this course, I read my class notes and the course readings over and over again.

47. When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.

48. I work hard to do well in this class even if I don't like what we are doing.

49. I make simple charts, diagrams, or tables to help me organize the material.

50. When studying for this course, I often set aside time to discuss course material with a group of students from the class.

51. I treat the course material as a starting point and try to develop my own ideas about it.

52. I find it hard to stick to a study calendar.

53. When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.

54. Before I study new course material thoroughly, I often skim it to see how it is organized.

55. I ask myself questions to make sure I understand the material I have been studying in this class.

56. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.

57. I often find that I have been reading for this class but don't know what it was all about.

58. I ask the instructor to clarify concepts I don't understand well.

59. I memorize key words to remind me of important concepts in this class.

60. When course work is difficult, I either give up or only study the easy parts.

61. I try to think through a topic and decide what I am supposed to learn from it rather

than just reading it over when studying for this course.

62. I try to relate ideas in this subject to those in other courses whenever possible.

63. When I study for this course, I go over my class notes and make an outline of important concepts.

64. When reading for this class, I try to relate the material to what I already know.

65. I have a regular place set aside for studying.

66. I try to play around with ideas of my own related to what I am learning in this course.

67. When I study for this course, I write brief summaries of the main ideas from the readings and my class notes.

68. When I can't understand the material in this course, I ask another student in this class for help.

69. I try to understand the material in this class by making connections between the readings and the concepts from the lectures.

70. I make sure that I keep up with the weekly readings and assignments for this course.

71. Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.

72. I make lists of important items for this course and memorize the lists.

73. I attend this class regularly.

74. Even when course materials are dull and uninteresting, I manage to keep working until I finish.

75. I try to identify students in this class whom I can ask for help if necessary.

76. When studying for this course, I try to determine which concepts I don't understand well.

77. I often find that I don't spend very much time on this course because of other activities.

78. When I study for this class, I set goals for myself in order to direct my activities in each study period.

79. If I get confused taking notes in class, I make sure I sort it out afterwards.

80. I rarely find time to review my notes or readings before an exam.

81. I try to apply ideas from course readings in other class activities such as lecture and discussion.

SAMPLE FEEDBACK FORMS

MOTIVATION: INTEREST

This is a measure of how interested you are in the material being covered in this course. A high score means you like the subject matter and are very interested in the content area of this class.

Your score: _____

Class mean: _____

Bottom 25%: _____

Middle 50%:   _____

Top 25%:   _____

Suggestions: Skim the table of contents of the class textbook or take a look at the course syllabus and make a list of the three topics that most interest you and of the three topics that least interest you. Pay particular attention of these topics. What is it about the three most interesting topics that makes you like them so much? What is it about the other topics that makes them uninteresting? Can you find any of the characteristics of the three most interesting topics in the three least interesting topics? If you identify what it is about the three most interesting topics that makes you like them so much, you may be able to apply what you found to the three least interesting ones, and perhaps you'll find that those uninteresting topics are so uninteresting after all!

RESOURCES MANAGEMENT: SELF-EFFORT

This scale refers to your willingness to try hard on your schoolwork, even when the work is difficult. A high score means that you try hard and exert effort in your studying.

Your score: _____

Class mean: _____

Bottom 25%:   _____

Middle 50%:   _____

Top 25%:   _____

Suggestions: Keep a list of the topics that you find yourself procrastinating instead of studying for. Try to analyze why you postpone studying these topics by discussing them with other students. Talking with them may lead you to consider an approach that may help you act more quickly instead of delaying studying the material.