

QUEST Highlight Series

This series is designed to share information about data, evaluation, and assessment across the College, and help us answer the questions:

- What data do we collect or have access to that can help us make decisions about how to guide our work?
- How can/do we use that data to guide our work?

Using Assessment to Develop Instruction Strategies: English 12/12A0

So far we've focused on how we support faculty, staff, and students *outside* the classroom. This month, we want to focus on how some of our faculty members are using data to support student success and inform instructional strategies *in* the classroom.

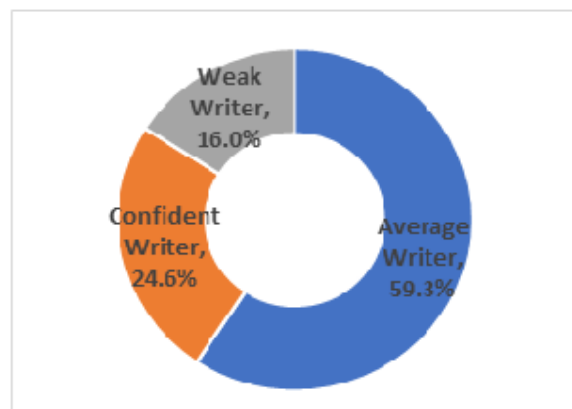
This fall, students enrolled in English 12/12A0 were offered the opportunity to participate in a mid-semester survey, with the goal of getting information that might be useful to both composition instructors and writing tutors. A total of 611 respondents completed the survey.

Here's what we learned...

1. Student confidence is related to their academic strengths:

Students were asked to self-report their writing abilities and how well they believed they were doing in class at the mid-semester point. The majority of respondents self-report their writing abilities as average (59.3%) and also believe they were performing "Great!" (41.1%).

Self-Reported Mid-Semester Performance	Percent
Great!	41.1%
Passing but Could be Better	33.2%
Just Getting By	14.4%
Struggling	7.9%
Not Sure	3.4%

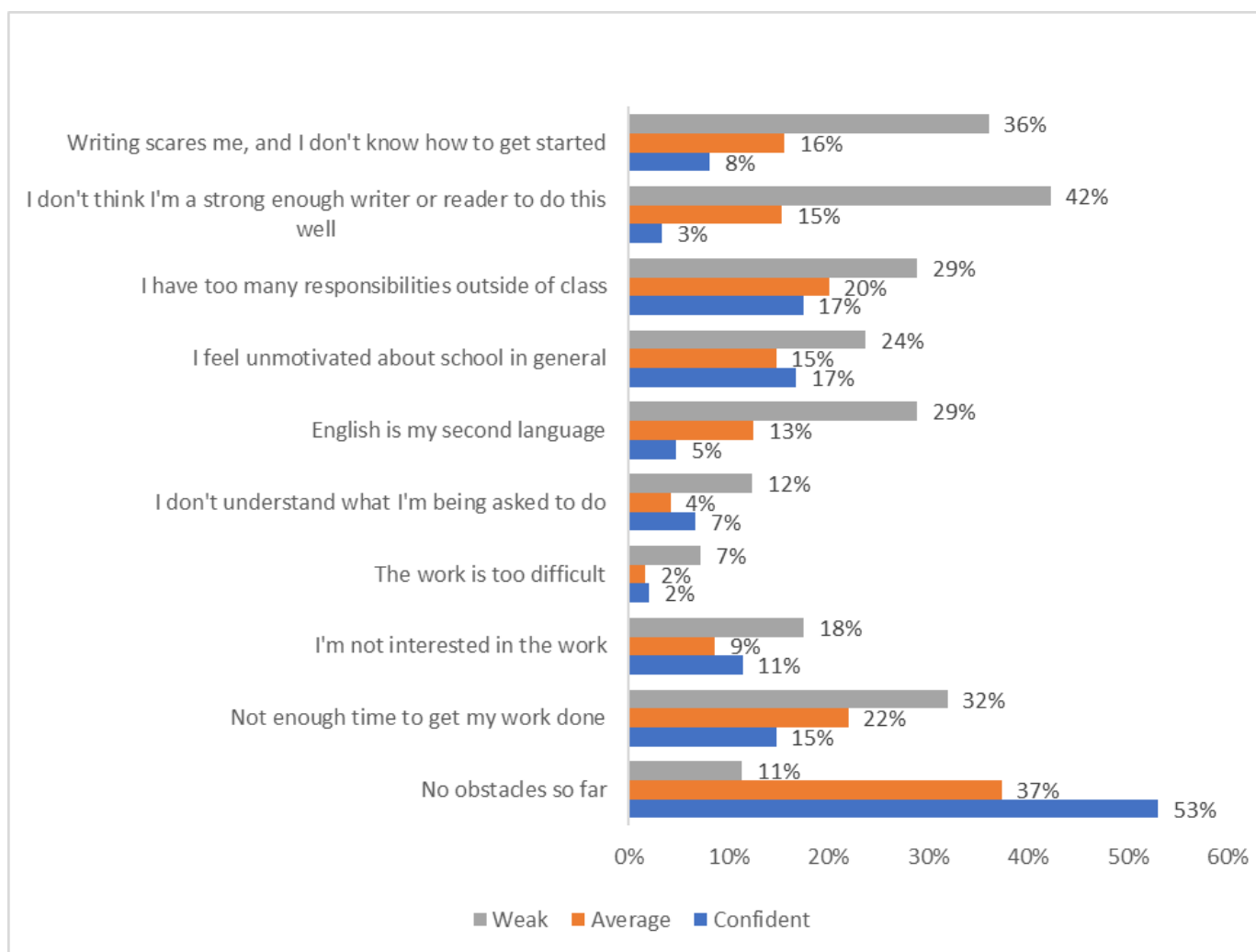


We used this information to see if there was a relationship between a student's self-perceived academic strength, like their writing ability, and how well they think they are doing academically.

We found that a higher percentage of respondents who were confident in their abilities as a writer believed they are performing well. For example, 63.9% of students confident in their writing abilities felt that they were doing “Great!” at the mid-semester point compared to those that think they are an average (40.3%) or weak (15.6%) writer.

2. Students who think they are doing great may still be facing obstacles:

Respondents were also asked to identify some of the obstacles that are preventing them from performing better in class. We compared the perceived obstacles of students who rated themselves as Weak, Average, or Confident writers. The figure below shows the percentage of students in each group who reported experiencing an obstacle.



Not surprisingly, students who rated themselves as Average or Confident were much more likely to not report having experienced any obstacles, which students who rated themselves as Weak writers were much more likely to report that they were scared of writing and did not know how to get started or to feel that they were not a strong enough writer to do well in the class.

How this data will be used...

Provide faculty with strategies to support student success

Survey results demonstrated that students who consider themselves to be average or weak writers were much more likely to report that they were scared of writing and did not know how to get started or to feel that they were not a strong enough writer to do well in the class.

To better support student success, survey results have been shared with the entire English Department to raise awareness of where students may be struggling.

These results will also be used to guide several Professional Development sessions this semester with the ultimate goal to provide instructors with strategies to better support students with their writing.

What's coming next:

Once the professional development strategies are implemented and instructors incorporate the best practices into their instruction, the next step is to know how well their new strategies and services worked.

To evaluate this, the English department will offer the survey in Fall 2024 to assess any changes and collect more information to better support student and instructor needs.

What do you think?

Do you want help collecting data, or figuring out what to do with data you're already collecting? Let us know!

Connect with us!

Email us at: Institutional.Research@kbcc.cuny.edu

