

**BROWARD COMMUNITY COLLEGE
TEACHING/LEARNING COMMUNITY
CLASSROOM RESEARCH AWARD**

EVALUATION FORM

Please complete this form for the research project that you conducted for the T/LC award. This information will be reviewed in order to evaluate the effectiveness of your research. Your evaluation and supporting documentation will be posted on the T/LC Website. Use additional paper where necessary.

Note: Please submit this form and your supporting documentation within 30 days of the completion of your project to Staff Development via email or on a disk (in Word format). Send a hardcopy (and disk) of your project to the Staff Development Office, Downtown Center - Room 605.

Name: Mary O. Smith Date: May 15, 2003

Signature: _____

Research Title: The Effectiveness of an Online Mastery Based Reading Lab Component

Project Completion Date: May 13, 2003

1. State the problem/idea you researched/examined.

The idea researched was whether a mastery based online delivery system of supplemental reading skills would improve student performance on the state exit exam, aid in lab completion and enhance student satisfaction with the lab component in the Rea 0006C college prep reading classes.

2. Provide a summary of the results of your research.

Preliminary results on the impact of the online component's impact on state exit exam scores were mixed. In the Tuesday/Thursday class format the students exit test scores rose by 4 points, but in the Monday/Wednesday/Friday class format the scores fell by 2 points. The relatively small number of students in the pilot program may account for the variance in test scores since a single very low or high score can influence the outcome. Further study with a larger data base of students is suggested in this area. As far as lab completion results, all students who completed the

REA0006C online course also completed the lab component. Student satisfaction with the lab component and its relevance to classroom instruction was significant with over 95% of students surveyed at the end of the term responding that the lab component coordinated and reinforced skills being taught in class. Over 75% of these students also responded that they had successfully accessed the component from a computer location other than the computer lab on campus. With nontraditional students and the heavy demands on their time due to work, families and other responsibilities, the accessibility of the lab component from a location other than on campus was a big issue in student satisfaction with the online lab component.

3. Please describe the methods you used to evaluate the effectiveness of your project. Include any quantitative and/or qualitative supporting data.

Three classes were selected at random to be the online classes. Two of these classes were Monday/Wednesday/Friday format classes, the other class was a Tuesday/Thursday format class. Two other classes, one a Monday/Wednesday/Friday format class and the other a Tuesday/Thursday format class used the traditional lab. In each of the online classes "Reading Roadtrip on the Web" by Pearson Education was used for the lab component. Mastery tests were developed using "The Longman Electronic Test Banks for Developmental Reading" by Ernst, Ruffner, and Thompson. Special orientations were given to students in the online component classes and training sessions were also given to lab personnel. A mailbox address was established in the Learning Resource Center where students could send scores on individual online exercises. Written mastery tests were developed and given in the Learning Resource Center and checkpoints were established for taking these tests. Forms were developed for record keeping in the Learning Resource Center and individual conferences were held with each student at midterm to evaluate progress.

At the end of the term the scores on the state exit exam were collected for both the regular lab classes and the online lab classes. These scores were averaged and compared. (See Chart) The Monday/Wednesday/Friday online classes scored 2 points lower than their counterparts in the online classes, however the Tuesday/ Thursday online classes scored 4 points higher than their counterparts in the regular lab. This variance in scores is caused I believe by the relatively small number of students (59 in the online classes and 44 in the regular classes) in these classes. Just a few students scoring a very high score or a very low score on the exit exam could dramatically influence the outcome. More study using a larger student population is suggested.

A student satisfaction survey was also given at the end of the term to the students in the online component classes which asked their opinion on several issues such as knowledge of lab personnel, online lab orientations, lab and testing materials, reporting of online scores, online accessibility, and coordination with classroom instruction. The results given on this evaluation form reflected high satisfaction with the online lab component, with over 95% of students responding with a 4 or 5 satisfaction factor on a 1-5 point grading scale. Over 75% of the students also reported that they had accessed the lab component from a computer other than the on campus site. (See chart and form)

4. If applicable, identify what prevented you from achieving maximum results.

Conducting this research over only one term does not give a representative view of what the actual results might be. With only 103 students involved in the process, an anomaly such as one or two students scoring an extremely high or low score can change the overall test score results. Further testing over several terms with larger numbers of students will give a more valid view of what the advantages of a program like this could be.

5. Please attach copies of any evaluation forms (or a summary of those forms) that you used.

See forms:

- 1. Reading Lab Program Evaluation**
- 2. The Reading Lab Online Evaluation (Term II 2003) Chart**
- 3. The effectiveness of an Online Mastery Based Reading Lab Component Chart**

6. Specifically, how do you intend to share the results of your classroom research with the BCC community?

Several instructors have expressed an interest in using the online component in their classes in the future. I would like to conduct informational workshops for reading adjuncts who are interested in this online approach. These workshops could be conducted at time convenient for both day and night instructors. I would also like to distribute a written result of the findings to all reading instructors at the beginning of Term 1 2003-2004 and

invite them to ask questions or add suggestions to improve the program. I also will serve as a resource person for instructors who use this program in the future

7. In what ways might faculty from other disciplines apply your research?

Other faculty who are investigating alternative delivery systems for lab components in classes could benefit from this research. The individual exit test data might not apply to their disciplines, but the methods used to bring the component into the classroom and the level of student satisfaction with this approach could cross disciplines. With the demands on our students for their time, alternative methods for reinforcement of skills taught in the classroom are an issue in many disciplines. This research is one approach to providing this reinforcement.

8. Other comments about your research that you wish to discuss with the T/LC or ideas for future follow-up studies in your discipline or other disciplines.

I would very much like to run a continuing study on the impact of this online component on student success. I would like to determine reading levels for students entering the REA 0006C course at the beginning of the term and then at the end of the term and see which reading level of students benefits the most from this type of online approach. I would also like to collect data on the completion rate of students in an online lab component course with the completion rate of students who are in the traditional reading labs where a certain number of lab hours are required to be completed and students must fulfill this requirement on campus in order to complete the course.

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