Direct Assessment of Self-Regulated Learning in a First-Year Seminar

First College Year at Brooklyn College

- **Learning Communities**
- **INDS 1011: Foundations for College Success**
- **First-Year Common Reading**
- **First-Year Thursdays lectures, events, experiences**

INDS 1011: Foundations for College Success

1. **Requirements, Regulations, Resources & Services, and Expectations**
2. **The Elements of Self-Regulated Learning**
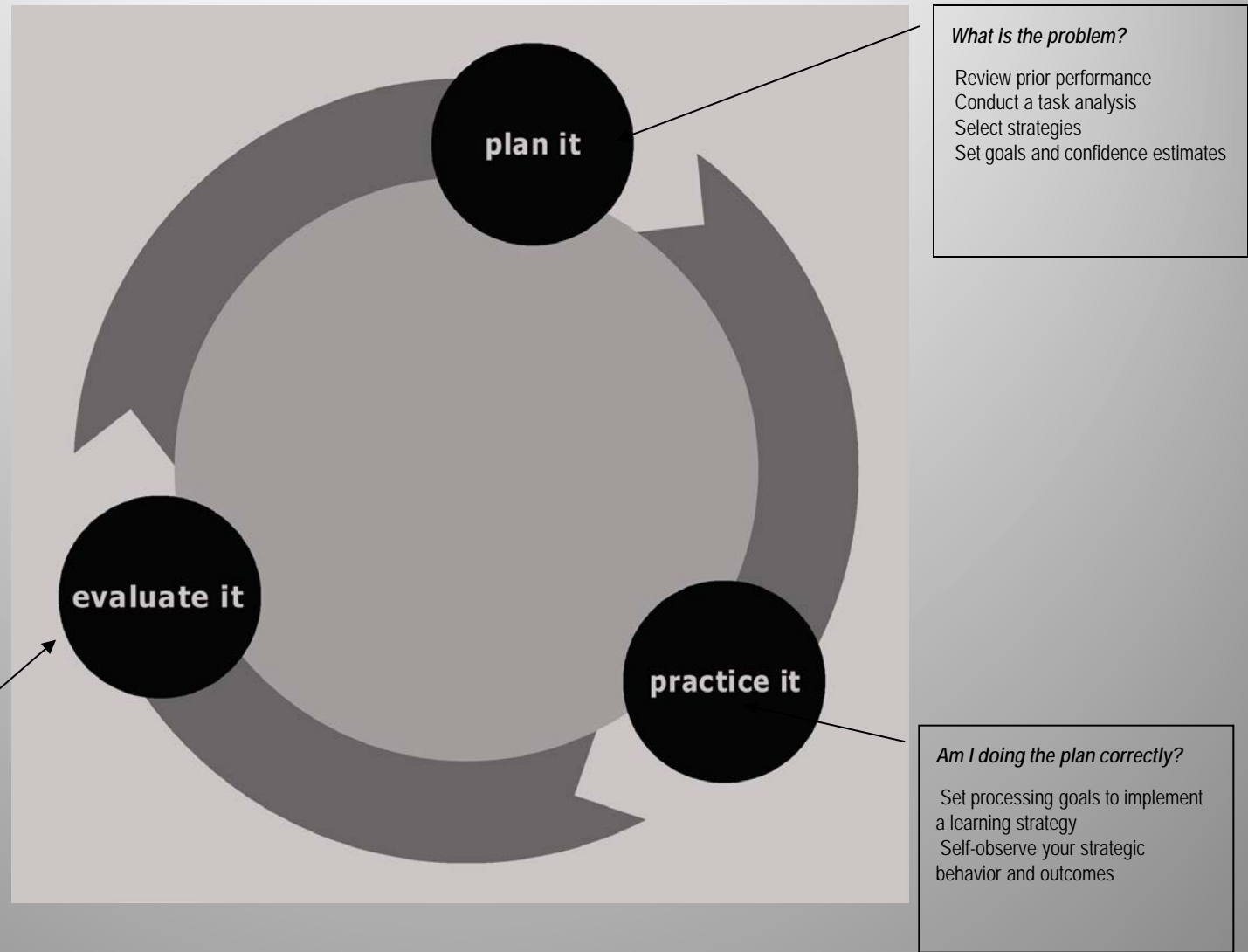3. **Integration into a Diverse Community of Learners**

Assessment

- Multiple methods: Indirect and Direct
  - <u>Survey:</u>
    - Scaled response "how well did you learn…?"
    - Open ended question "aspect most helpful…
  - Analysis of selected BC Student Course Evaluation items (proxy)
  - Direct assessment of student work

Assessment

- Diversity Goal: 2009-10
- Adapted rubric: 2 dimensions of Texas A&M rubric
- Faculty rated their students on basis of appropriate assignment of their choice
- Repeated 2010 with greater faculty participation
- Results:
- Informed General Education Discussions
- Focused assignments and goal alignment
- Refine survey format

The SRL Model: Plan It, Practice It, Evaluate It

What is the problem?

Review prior performance
Conduct a task analysis
Select strategies
Set goals and confidence estimates

Am I doing the plan correctly?

Set processing goals to implement a learning strategy
Self-observe your strategic behavior and outcomes

Did the plan work?

Self-evaluate strategy use and goal achievement
Maintain or adapt the strategy

Adapted from the Self-Regulated Learning Program – John Hudesman, Ph.D.,
Niesha Ziehmke, Ph.D., Adam Moylan, Ph.D., and Sara Crosby – and model created by Barry Zimmerman (2000)

SRL Activity – Fall 2011

A. What are you very good at doing?

B. How did you get to be good at it?

C. How does this relate to Self-Regulation?

Assessment Effort – 2011-2012

- Rubric Development
- SRL Prompt
- Professional Development
- Results/Challenges

The Secret Recipe of SRL

- Use feedback.
- Find strategies that work.

Results

Level of SRL	% of students
High 10-12	55
Medium 6-9	30
Low 0-5	5
N/A	9

n = 171

Results

Level	Perception of feedback	Plan based on feedback	Practice based on feedback	Internal Locus of control
3	86	67	74	100
2	61	61	57	47
1	7	25	24	8

Next Steps

- Require feedback from a professor as the content for SRL prompt
- Require formal paper
- Bullet the question to see
  a) change from pre-semester
  b) quality of feedback
  c) awareness of self-regulation
- Add transfer and SRL awareness as separate measures
- Ask for holistic SRL rating from faculty