

Course Assessment – Part A: Your Plan

#188

Your Email *	hneuber@cgcc.edu
Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing	MTH 111 – College Algebra – Neuber – Winter 2017
Part A: Your Plan Directions 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1 *	Model non-trivial, real world phenomena using multiple mathematical approaches and to interpret results.
Outcome #2 *	Communicate results mathematically and in writing.
Outcome #3 *	Demonstrate mastery of exponential, logarithmic, polynomial, power, and rational functions.
Have you completed an assessment for this course prior to this term?	Yes
If yes, are you assessing different outcomes?	No
Comments:	These are the three outcomes listed on the syllabus. So, in essence, there are only three to choose from. And these expected outcomes have not changed from Fall quarter, 2013 when I last did this process. The difference this time will be how I assess the results of this endeavor.
2. To which degree, certificate or program outcomes do these course outcomes map? Degree, Certificate, & Program Outcomes	• Not Sure • AAOT (Associate of Arts Oregon Transfer) • ASOT-CS (Associate of Science Oregon Transfer – Computer Science) • AS (Associate of Science) • AS-CS (Associate of Science: Computer Science) • HEALTH SCIENCES • ENGINEERING, MANUFACTURING & INDUSTRY • Associate of Applied Science – Renewable Energy Technology (RET) • Renewable Energy Technology Certificate
Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding *	I will evaluate student responses, given in writing, using the three term project results. I will also construct a series of questions for the final exam in which the student has to recognize which function is appropriate in modeling some given real-world phenomena.
Outcome #2: Method to assess student understanding *	I will evaluate student mathematical communication skills using the homework quiz scores taken in the aggregate.

Outcome #3: Method to assess student understanding *

I will evaluate student mastery of the functions studied in College Algebra using the final exam score. The final exam necessarily covers these functions and the associated algebraic computations involved with each.

4. How will you know if you were successful in your efforts to teach this outcome?

I will regard a class average of the homework project scores, at a level of 70% or higher and a class average of 70% or higher on a function-recognition section of the final exam as the measure of success for outcome 1.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *

I will regard a class average of the student homework quiz scores of 70% or higher, as the measure of successful achievement of outcome 2.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

I will use a class average of 75% or a higher on the term final exam as the measure of successful achievement of outcome 3.

5. Instructor Questions

Create two course specific questions to be included on the Student Course Evaluation.

Do you feel that the assessments (quizzes, exams, homework projects) were precise measurement tools for assessing your understanding of College Algebra?

#1

#2

Do you feel that taking this course online has been an effective way for you to learn College Algebra?

Do you require the names of students who complete the course evaluation survey? *

- No

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