Time Submitted	September 22, 2012 12:16 PM
Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.	!Barker - MTH 60 (JE)
Outcome 1	Use a variable to represent an unknown in a simple linear problem at home or in an academic or work environment, create a linear equation that represents the situation, and find the solution to the problem using algebra
Outcome 2	Recognize a linear pattern in ordered paired data collected or observed at home or in an academic or work environment, calculate and interpret the rate of change (slope) in the data, create a linear model using two data points, and use the observed pattern to make predictions
Outcome 3	Be successful in future coursework that requires an understanding of the basic algebraic concepts covered in the course
2. To which degree, certificate or program outcomes do these course outcomes map? (Use the link provided to locate the outcomes for the degree, program or certificate.)	Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results AAOT 3B
3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome 1:	Students will be given a quiz where they are required to interpret a story problem, write a linear equation and find the solution
Outcome 2:	Mastery test for linear equations with graphing
Outcome 3:	Students will demonstrate skills learned in math 60 on a comprehensive final exam at the end of the term

4. How will you know if you were successful in your efforts to teach these outcomes? Outcome 1:	85% of students will score a 70% or higher on a quiz involving linear equations
Outcome 2:	85% of students will score 70% or higher on linear equations with graphing chapter test
Outcome 3:	90% of students will pass the final with an 80% or better
Question 1:	Did the course proceed at a pace that was comfortable and productive for you? (Rating scale: 1-too slow, 2-a little slow, 3-just right, 4-a little fast, 5-too fast
Question 2:	Do you feel like your previous math classes or experience prepared you for this math 60 class
Do you require the names of students who complete a course evaluation?	!

Time Submitted	January 4, 2013 2:35 PM
Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.	Barker - MTH 60 (JE)
1. Report the data gathered via the assignments, tests, etc. identified in question 3 of your Part A, and analyze student achievement for the course outcomes you selected. (Note that student evaluation results and comparisons are reported in question 2 below.)	Outcome 1- 85 % of students will score a 70% or higher on a quiz involving linear equations. 36 of my 40 students scored a 70% or higher on this quiz. This is 90% of my students. Outcome 2- 85% of students will score 70% or higher on linear equations with graphing chapter test. 32 of my 42 students scored a 70% or higher. This is 76% of my students. Outcome 3- 90% of students will pass the final with an 80% or better. 30 of my 42 students scored an 80% or better. That is 71% of my students.
2. Compare and reflect on any differences between your assessment results (as reported in question 1) and your students' self perception of their outcomes achievement as reported in the Student Course Evaluations.	65% of my students took the survey. Of those students, 80% of them rated their understanding of the outcomes as very good or excellent. I suspect that the students who were doing the best in the class were most likely to take the survey. So if 21 of my students in the class, marked that they understood the outcomes excellent, or very well, then that is half of my students. I believe that the data I collected shows that about 70 % of my students understood the outcomes very well or excellent. I think this shows that my students self perception is slightly lower than where they are actually at. The difficult thing in this situation is that only about 65% of my students took the survey.

3. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc)?	I know that my students have an understanding of how to work out the problems I give them. However I am not sure that they always know which outcome they are currently learning, and I know that they struggle with real world problems. I know that as a instructor I am confident when it comes to teaching them how to solve problems. I also know that I do not work enough real world problems into the activities and homework. I am working this term to make that a priority. One of the things I am doing is giving the students several graded homework problems that will require them to apply the information we are learning in a real world situation.
4. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What budget implications result?	In order to make the changes necessary to my curriculum I need some time to sit down and look at what the book has to offer for real world problems. I also need to have some time to create an assignment or two for every chapter that requires the students to solve a real world problem and then explain their thinking and process.
5. Were your assessment methods accurate indicators of student learning? Why or why not?	My assessment for outcome 2 was not a good choice. The chapter test that I gave the students focused more on basic graphing skills and not as much on recognizing linear patterns and creating a linear model, and making a prediction. On that test one of the problems did ask them to do this, and I wished I had used that information as my data. I found that only 25 of the 41 students who took the test, or 60%, were able to do what was asked in that problem. This shows me that I totally missed the mark in this area. I was able to go back over that problem with the students and since they knew how to do the basic parts, once it was explained to them, they were able to easily fix their mistakes and complete other similar problems.
Attach supporting documentation (optional):	