

Course Assessment– Part B: Your Results & Analysis

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Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu. MTH 105 – Math in Society – 1093631 – Pam Morse – Winter 2019

Part B: Your Results

DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Seventeen students completed the course. Of those seventeen, all students passed with a C or better. Several students dropped all of their classes for the term so I didn't take it personally when I saw they dropped my class.

Outcome #1

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Use relevant mathematical concepts and techniques to critically analyze and make knowledgeable decisions about issues in personal and public finance.

% of students who successfully achieved the outcome (C or above) *

82%

Outcome #2 *

Use relevant concepts and techniques from probability and statistics to critically analyze and make knowledgeable decisions about problems involving risk and uncertainty.

% of students who successfully achieved the outcome (C or above) *

94%

Outcome #3 *

Effectively communicate orally and in writing arguments and results based on quantitative and other rigorous forms of mathematical reasoning.

% of students who successfully achieved the outcome (C or above) *

100%

ANALYSIS

3. What contributed to student success and/or lack of success? *

This was a tough term as there were a number of days that were classes were cancelled due to weather. Never having taught synchronously I needed to come up with some way of gathering homework from students who were not face to face. I used an Open Education Resource textbook which had a shell designed using MyOpenMath. This included homework and quizzes. I opted to use this for several reasons. 1) The textbook sections were included for each section that I chose to use. Students could access this on their phone, tablet, laptop or computer. 2) students could get instant feedback on homework. They had the option to repeat questions so that they could understand and be able to get full credit for the homework. 3) videos were attached to most problems allowing students to get help. There was also a link from each question to directly send the instructor (me) any question they had on the problem and the exact problem.

Students who took the time to work on problems did very well. a couple of students felt that this was too much like an on-line class. I really struggled with how to get them homework and thought this was the best option.

Since this was the first time teaching the class I did not have any prior examples for the final project. I didn't think 5 pages for a college level course was asking too much since they had the entire term to complete the assignment.

Once of the assignments I had given students was to work with an amortization spreadsheet. One student informed me that she had used to work to pay down some debt and would be saving quite a bit of interest. I was glad to see that students saw this.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

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I am pretty pleased that most students who took the time to fill out the survey felt they had learned something this term. I am disappointed that a couple of students didn't really think they would find statistics and probability relevant. But, this was a section that was hampered by excessive snow.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)?

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Not knowing what to expect I do believe that students met expectations. I feel they did better than they think they did.

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?

Next year, should I get to teach the course again, I will change up the type of assignments so that students have more written work based off of charts and graphs. I will also be looking for more "real" life statistical problems. One of the course topics is voter theory and I am hoping that with primaries etc next year that I will be able to gather a lot of information to use.

I also think that next year if this course is taught in the same manor I will have individual conferences with each student to make sure they understand what is being asked for the final report. I did have them provide outlines part way through the term and I really thought they had a handle on what was expected.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

I really don't see any budget implications.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.

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I never taught this course before and had little to no guidance this term. If I get to teach the course next year I feel I will be better prepared. There were quite a few days lost to weather conditions and it hindered being able to thoroughly talk about all topics.

9. Describe how you explain information about course outcomes and their relevance to your students.

I tell students at the beginning of the term what the course outcomes are. As we discussed different topics I would mention again what they were suppose to be learning according to the objectives. I hope that my students came away with more critical thinking skills.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

Students were tasked to pick an area of society that interested them and find the math in it. They were then to write a 5 page paper (graphs/charts could be part of this 5 pages) talking about the math that was needed for this particular area. While I didn't have any examples (never having taught this before) I did work with a number of students to help guide them in what was expected. They also needed to present their findings to their classmates.

There was a problem we did in class that was open ended as far as having an answer. I presented a scenario to the students and they needed to come up with questions that would help they meet the objective of the problem. They seemed to enjoy it and I was very pleased a the type of questions they asked in attempting to solve the problem. (I will try to come up more of these for next year)

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