Course Assessment- Part B: Your Results & Analysis #74

Your Email *	
Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.	MTH 095 Intermediate Algebra - Morse

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

During the fall term of 2015 I used various forms of assessment. Students had homework, problems of the week, quizzes, and exams. I had a total of 20 students registered in the class. Of those 20, 2 stopped coming late in the term and never completed the course. Out of the remaining 18 students I had 10 receive a 90% of higher, 6 receive 80% or higher (but less then 90%) and 2 receive 60% or better but less than 70%. Question 3 was the ability to formulate and solve problems in one or more variables using linear models. On the homework assignments 16 had an average of a 4 on assignments. (my assessments were on a scale of 1 to 4) that these 16 had an understanding of 85% of the material or better. 2 students had an average of 3 or 75% or better, while 2 students did not turn in the assignment. The exam for this outcome had 12 students had a 90% or higher, 3 had 80%-89%, 4 had 70%-79% and 1 had a 60%.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A. Outcome #1 *	Formulate and solve problems in one or more variables using linear models.
% of students who successfully achieved the outcome: *	80
Outcome #2 *	Formulate and solve problems in one variable using quadratic, rational and radical equations as models.
% of students who successfully achieved the outcome: *	77
Outcome #3 *	Recognize the graph of a function and use function notation.
% of students who successfully achieved the outcome: *	80

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

It was very disappointing to only have 7 students respond to the survey. I believe that students need to practice what we learn in class. The more realistic the problems the more they will be able to "see" the need for learning the material. I feel that I could probably do a better job of finding more realistic problems. Also, I should give more assignments that they most turn in than I do. I have found that giving problems from the book for them to do and not turn in results in not too many actually going beyond the turn in assignment and doing the

problems.
Looking at the survey results, 5 out of 6 students felt they had a poor to good understanding of solving problems in one or more variables. At the end of the course all 6 felt they had a very good or excellent understanding. If I were to use these 6 as a guide for the entire class, then 83% were not feeling very good about this at the beginning. At the end 33% would have felt very good while 66% felt excellent. Not quite sure that this was accurate. I have noticed over the last few terms, that the more I quiz my students the better they do on the actual exams. They are more on top of things, take better notes (because they can use notes on quizzes, just not textbooks) and are more likely to actually be in class. Students who do poorly in class are those that usually don't attend class.

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

In order to increase students comfort level with the material, I am giving more real life examples of where the material is used in their life. I also try to connect concepts with something they are familiar with so they don't seem so strange. Example, an equation is a function if you have a one to one relationship. So every time you put in a specific number you should get out the same answer, if you don't it's not a function. So it is like baking, every time you put in chocolate chips into your cookie mix you should get out chocolate chip cookies, not a lemon pie. I think more group work during lab time will also benefit the students. This will get them working together and looking at what they know and get there by help each other.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	I think the resources that would be need is just time to research and find the necessary problems. There are plenty out there in the "net". It is just a matter of finding ones thought would be most beneficial to my students. I don't see this as having an impact on the budget.
Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?	I think my assessments are a pretty good indication of students learning. I try to make 70% of the tests things they have seen during class. The last 30% challenges them to use what they have learned and apply it to material they are not quite familiar with. I challenge them to use what they have learned and apply it. I can teach them, guide them and hopefully have them be successful.
(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?	I have given more graded assignments and more quizzes. This has increased success. I do think I can do a better job. I strive to do this each term.

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