

Course Assessment– Part B: Your Results & Analysis

#73

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 – Wolman

Results

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

On the achievement data gathered, 92% of students achieved a grade of C or higher; 75% a grade of B or higher.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Formulate and solve problems in one variable using quadratic, rational and radical equations as models.

Outcome #1 *

% of students who successfully achieved the outcome: *

92%

Outcome #2 *

% of students who successfully achieved the outcome: *

92%

Outcome #3 *

% of students who successfully achieved the outcome: *

92%

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. *

Collaborative problem solving appears to foster student success in learning intermediate algebra concepts and skills. It appears to diffuse student anxiety, abet peer-to-peer teaching/learning, and encourage intense, active investigation of mathematical concepts and techniques.

The class size, 11, contributed to the success of this collaborative problem-solving approach.

Given the often uneven progress associated with collaborative problem solving, the course content requirements are overly ambitious. This is especially true with regards to conceptual content versus skill acquisition.

Collaborative problem solving tends to deemphasize individual study and contemplation. Although I stress the importance of these latter virtues in class, I doubt I convinced the majority of my students to regularly engage in these behaviors.

There were no student evaluations for this class.

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

Reduce course content.

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

None.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes. Assessment and feedback were a continuous, integral component of this problem-solving class.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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