

Course Assessment– Part B: Your Results & Analysis

#134

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MTH 98 Quantitative Math – Annette Byers – Spring 2016

Part B: Your Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. *

Quiz #2 – create, read, and interpret linear and non-linear functions. All students completed the assignment
 Projects 1–6 – solve problems using percent, ratios, formulas and real numbers. All students completed all projects.
 Final test – all students finished the final project and communicated their results using words, table, graphs and equations appropriately. See notes below.

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

Create, read, and interpret linear and non-linear functions:

All students (100%) completed quiz #2 with 80% or better. Notes and calculators were allowed on the quiz.

Outcome #1 *

% of students who successfully achieved the outcome: *

100

Outcome #2 *

Solve problems using percent, ratios, formulas, and real numbers:

Projects were assigned for all 8 chapters that students covered in class. Initially I thought we would have time to only complete 6 projects. Development of the interactive projects was an important part of the learning process. Students were able to use the projects to supplement their assignments from the textbook. Therefore, rather than 6 projects, 8 projects were required and completed by the students. All students completed all 8 of the projects.

% of students who successfully achieved the outcome: *

100

Outcome #3 *

Communicate results using words, tables, graphs, and mathematical equations as appropriate:

The final test was to view a two part math video, answer questions, and relate the material in the video to the material covered in Math 98. 80% or more of the students completed the final project with 80% or higher score. Because so many topics were covered in the course, I decided not to give a written final. See the reflection section regarding outcome #3.

% of students who successfully achieved the outcome: *

90

Analysis

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

The quiz to assess outcome #1 needs to be adjusted. More linear graphing and non-linear functions need to be added to the quiz. Because the level of algebraic understanding varied greatly among the students, I did not include as many non-linear functions as I had originally planned. My plan is to spend more time on this topic next term and develop a specific project to graph data.

For outcome #2 the projects worked successfully for students to use percent, ratios, formulas and real numbers in every day life situations. I also added projects to demonstrate collecting and analyzing data using basic statistics, geometric formulas, construction geometry, and math logic.

The final test may not have demonstrated students' ability to communicate mathematical equations appropriately. Rather the added projects covered outcome #3 more effectively.

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

The book I chose for the course proved to be excellent. Now my plan is to continue to have students study the material in the textbook and then apply their knowledge to projects. The projects need to be fine tuned and 2-3 more projects need to be added to the coursework. Also, I need to improve my process of forming small groups successfully.

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

More projects where students measure, manipulate, create, and interpret math data will require me to purchase some of the following items:
 rulers
 protractors
 compasses
 graph paper
 a balance with metric weights
 construction paper
 other items as needed

Having a class set of the above materials would cost approximately \$200.

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

Yes. According to the student evaluations, the coursework was appropriate. My goal for this class is to make math part of students' everyday life, have students interact with math and understand basic math skills. The most effective way for them to understand math is to have this course project based. My plan is to eliminate high stakes testing.

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

Not applicable. This is the first time Math 98 was offered at CGCC.

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