

Course Assessment– Part B: Your Results & Analysis

#101

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PC Math 1 – Janette Harrington – Winter 2016

Results

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

The method used to assess outcome #1 was to test students at the middle of the term. Students, with the use of calculators, took a final test, composed of 20 written mathematical questions. The goal was to reach a 70% accuracy.

71% of the students tested reached an accuracy of 70% or above.

Method for assessing outcome #2 was a project. Students were to pose a personal question on which they could collect daily data. At the end of two weeks, data was to be graphed and interpreted.

89% of students completed this project quite satisfactorily (71% received a grade of 80% or better), and were able to interpret and discuss results in class.

Method for assessing outcome #3 was to take a final that included questions on area, perimeter and volume, with 75% accuracy.

71% of participating students received a passing score, averaging 81%. This is the highest class average I've seen on this exam.

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

Apply common math skills, using technology.

Outcome #1 *

% of students who successfully achieved the outcome: *

71%

Outcome #2 *

Pose questions that can be answered with common data and interpret relevant data to answer them.

% of students who successfully achieved the outcome: *

89%

Outcome #3 *

Solve measurement and common geometry problems through the use of mathematical procedures, including technology.

% of students who successfully achieved the outcome: *

71%

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. *

Assessment results were possibly the best I've seen in this course. Since numbers tend to run low in this class, each term's population can show a noticeably different level of student skills and behaviors. Even so, I've continued to encourage these behaviors, including trying to get the students to ask questions and work together. The Winter Term class was especially successful in these two areas, which I strongly believe helped them to both study and retain learned skills.

Two of the students had attendance issues and didn't make it to the tests. Two others had good-natured behavior problems that hindered their learning. I tried, consistently, to work with these students. One has returned for another try. If an attendance problem re-occurs, I'll seriously consider a PASS referral.

Once again, I had difficulty getting student reviews. Three of my students were unable to come the last week, due to such things as job interviews and baby-sitter issues. I'd like to try to remember to do these reviews starting the last 3 weeks. That seems extreme, but it's the weakest side of this assessment, for me. This term's responses seemed to say nothing more than "Everything's OK."

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

Most of my attending students came in with low skills and improved enough to be moved into Math II. This was actually the first term I've had no drops in the entire class. I truly believe this term's success, apart from the students themselves, was due to a great deal of interaction between the students and the instructor – and between the students themselves. I have continued to emphasize these areas each term. Perhaps I'm seeing some level of success.

While I have used the PASS referral system every term, I can't help but wonder how a referral would have affected the students who were having difficulty. I know I will take a serious look at referring my one returning student if it looks necessary.

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

I'm very pleased with the resources that are available to me at this time. It would be nice if I didn't have to purchase a few items; a budget for small things, like replacement dice for the ones that went missing from my shelf, or class-room scales, so I don't have to carry mine from home, would be nice.

I already plan to speak to other instructors who habitually leave the office door open. Perhaps that will help to insure that supplies and materials don't get lost.

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

The assessment methods for outcome #1 and #2 are a very good indicator. Math I students attend class in hopes of "passing the test." Therefore we daily discuss and practice test-taking skills. The second outcome (using and interpreting data) includes graphing skills. The GED requires students to rely on a strong ability to read and interpret graphs.

I plan to take the new Accuplacer tests in order to see what my college-prep students need.

(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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