Course Assessment– Part B: Your Results & Analysis   #174

Your Email *

| Please select your course and name from the list. If your course or name are incorrect or missing, please contact Instructional Services. | MTH 243 – Statistics 1 – Able Wolman – Fall – 2016 |

| 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. * | On the achievement data gathered, 100% of students achieved a grade of C or higher; 88% a grade of B or higher. |

Outcome #1 *	Identify concepts and techniques from descriptive and inferential statistics and real-world applications of the same.
% of students who successfully achieved the outcome (C or above) *	100
Outcome #2 *	Use concepts and techniques from descriptive and inferential statistics to describe, model, and analyze real-world problems.
% of students who successfully achieved the outcome (C or above) *	100
Outcome #3 *	Critique the application of probability and statistics to real-world problems and effectively communicate these ideas in written and verbal form.
% of students who successfully achieved the outcome (C or above) *	100

ANALYSIS

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

Collaborative problem solving contributed to both student success and, at times, lack thereof. Overall, collaborative learning allowed students to tackle problems that might have been overwhelming to a student working alone. Group work enabled students to consider more realistic, sophisticated, and open-ended statistical questions than would have been appropriate in a non-group setting. However, in some instances, collaborative learning may have contributed to student passivity and over dependence on the work of others. Equalizing group-member participation rates will increase the effectiveness of the cooperative learning environment and represents an ongoing effort.

| **4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing 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. *** | A single student evaluation was completed. This student indicated improvement in their understanding/mastery of the three course outcomes consistent with my assessment of overall student achievement on these outcomes. |
| **5. Did student achievement of outcomes meet your expectations for successfully** | Yes. |

teaching to each outcome (question 4 from
Part A) *

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	This course would benefit from a reduction in course content.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	None.
8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *	Yes. Assessment is integrated into the problem-solving format and allows for continuous appraisal of student learning.

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

Created
12 Jan 2017
10:29:10 PM
PUBLIC