Course Assessment- Part B: Your Results & Analysis #173

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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. *

I started this course with 30 students. Two dropped leaving 28 students finishing the course. There were several quizzes and homework given prior to the exam for chapters 2 and 3 (this was a combined test) On the homework given for this section 90% of the students who turned in the homework scored an average of 3.8 or better (on a scale of 1-4). On the quizzes for this section of those who were present to take the quiz the average was an 85%. The scores on the exam for this section are in line with the average of students who were there for lecture/quizzes/and turning in homework. The average on the test for chapters 2/3 was an 89.22.

Outcome #1 *	Use one variable and solve linear equations.
% of students who successfully achieved the outcome (C or above) *	80
Outcome #2 *	Use two variables to model and solve linear problems.
% of students who successfully achieved the outcome (C or above) *	80
Outcome #3 *	Communicate results mathematically and in writing.
% of students who successfully achieved the outcome (C or above) *	80

ANALYSIS

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

I believe that attendance and completing homework contributes to a students success. The students who did not pass or received less than 80% overall were those students that missed several classes. Mathematics is not a spectator subject. They must practice and do many different types of problems to become successful in mathematics. Those students who put forth the effort and came prepared for class did well. There was a direct correlation between those students who did what was required consistently and doing well in the class. Those several students who missed more than 2 or 3 classes and those who did not do homework their grades were reflective of this. I make myself available to my students via text, email and phone. Those who took advantage of asking for help saw their grades increase over the term by about 10% or one letter grade.

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. *

While it was disappointing to only have 15 out of 28 students take the survey, this was a better percentage than in previous terms. On outcome 1 at the beginning of the term 26.6% students scored a poor or fair on their ability to use one variable and solve linear equations. 53.3% thought they were good and 20% thought they were very good. None

thought they were excellent. By the end of the term everyone thought they were good or better. 20% rated themselves good, 46.6% very good and 33.3% excellent. This is in line with how well they did from the beginning of the term to the final exam. For outcome #2 using two variables, almost 73% rated themselves at good or poorer, while only 26.6% thought they were very good. By the end of the term Fair and good was only 26% while Very good went to 53% and excellent was now 20%. The last outcome, writing mathematically had almost 73% rate themselves from poor to good. Only 26.6% rated themselves very good. By the end of the class everyone thought they were good to excellent.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Yes, I believe that students felt better by the end of the term in their ability to do math. This is important because a lot of being able to do mathematics is having confidence at this level.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I like to give my students realistic problems where and when possible. If students can make a connection to their lives, the material becomes more meaningful. They don't realize a lot of times that simple every day things are mathematical. I do believe that the number of students sometimes impacts student instruction. I found several in class "projects" for students to work on together which they seemed to enjoy and get quite a bit out of. I think I will try to do more of this in the future.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	I believe that time is what is needed in order to find/create the materials needed. There are so many wonderful things out on the internet that it is just time needed to find material that would work. Why reinvent the wheel when there are so many "wheels" already created.

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

The assessment methods I utilize are a good indicator of student learning. Those that do the homework and ask questions and take good notes for quizzes do very well overall with an 80% or better. I do notice that the more quizzes between exams the better students do. Quizzes are open notes and by giving quizzes students tend to take better notes. On exams I try to give 70% of the questions from things they have seen in class. Approximately 30% of the test is more challenging to see if the student can apply what they have learned. If a student comes to class and participates they should be successful with at least a 70%.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?	This is the first assessment I have done in this fashion for this course. That does not mean that I don't reflect each term and make adjustments. I have found or created more materials for this class that I think would be beneficial for my students. I also have students work more together during class to help each other which at times helps them understand the material from a different view point than mine.

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