

Course Assessment– Part B: Your Results & Analysis

#168

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MTH 65 – Beginning Algebra II – Annette Byers – 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. *

All the data gathered for the outcome achievement was met by at least 80% of the class. The class began the term with 31 students. Two withdrew, two received Cs, and one F. The rest of the class earned 80% or better on the course. I was pleased with the success for this term.

Outcome #1

*

Demonstrate the operations of add, subtract, multiply, and divide polynomials.

% of students who successfully achieved the outcome (C or above) *

90% of students completed the chart about polynomials.

Outcome #2 *

Solve problems involving radicals.

% of students who successfully achieved the outcome (C or above) *

90% of students completed the ch. 9 quiz.

Outcome #3 *

Communicate the results of solving polynomials graphically and in writing.

% of students who successfully achieved the outcome (C or above) *

80% of students completed the in class quadratic word problem assignment.

ANALYSIS

Attending class regularly determines the level of completion and success in Math 65.

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

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. *

Ten students completed the course evaluation. All outcomes showed an improvement from about 2.5 – 3.5. Students did not report having an excellent understanding of the material. This is common when math is concerned and we only have 11 weeks to cover a wide variety of topics. The only way for students to report having an excellent grasp of the material is when they become math teachers.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes.

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

I would like to spend more time on graphing equations in Math 65. Having students understand how real life situations can be understood using graphs and equations is one of my goals for Math 65. I plan to spend more time on chapter 10 the next time I teach the course.

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

Attending math trainings is always a bonus to improving my teaching style. Learning ways to present math in a clear and interesting manner would benefit my students. No money is available for math trainings.

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

Yes. The mixture of projects, quizzes, and in class work on word problems helps students learn the concepts in a stress free environment. They are also able to check with a partner or the instructor as they work the problems.

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

I am doing more in class projects with students. These projects are weighted more than I did in past terms. Students like to be in a classroom setting with teacher and peer support when they are learning math.

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