

Course Assessment– Part B: Your Results & Analysis

#233

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, please contact Instructional Services.

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. *

Student A: 9/10

Student B: 10/10

Student C: 9/10

Student D: 10/10

Outcome #1

*

Students were given a written assessment testing their ability to add/subtract/multiply/divide fractions with the use of a calculator without any assistance from the instructor. 100% of the students passed the assessment with a C or above.

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

100

Outcome #2 *

Students will be able to access and use the Official GED formula sheet

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

80

Outcome #3 *

Students will be able to calculate mean, median, mode and range when given a list of data.

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

90

ANALYSIS

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

Small class size helped my students achieve because there was a great opportunity for individual interaction between student and teacher. I spent a great deal of time working with students one-on-one. Each student had their own calculator to use in class and the teacher had calculator software which made learning how to use the calculator very easy.

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. *

Students were very nervous about using the TI calculator as none of them had used a complex calculator. At the end of the course, students spoke confidentially and showed mastery about their ability to use the calculator.

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 will continue to work with students one-on-one while students are starting homework at the end of class. This seemed to be a good time where students were open to one-on-one help since other students were busy working independently.

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

No resources or budget is necessary.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

N/a

9. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcome: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

Implementing a dedicated time for homework during class allowed me to work with students one-on-one. I received feedback that they enjoyed the personalized instruction and didn't feel embarrassed or singled out because the rest of the students were busy working on their homework.

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