

## Course Assessment– Part B: Your Results &amp; Analysis

#225

Your Email \*

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Pre-College – Math II – 1091416 – Pat Rawson – Spring 2017

## 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. \*

The students had a practice GED test (1 or 2) and most of the students completed official GED test. Data is taken from both the practice and official GED tests.

Between 70% and 75% of students passed either the practice or the official GED test. (only 80% of students attended regularly and are counted in these numbers)

## Outcome #1 \*

Mastery of basic math to level of being able to pass the GED exam

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

75

## Outcome #2 \*

Mastery of introductory algebra, including linear equations and coordinate graphing

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

70

## Outcome #3 \*

Ability to apply geometric formulas for area perimeter and volume.

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

75

## ANALYSIS

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

There is a strong correlation between regular attendance and success in terms of passing the GED and testing.

Also, a strong component was the support given by Matt Fitzpatrick, Pre-College Specialist II, who regularly met students in the hall, gave them information about testing, financial aid, etc and really connected with the students.

I also held a math lab once a week which contributed to student success, because it allowed those students who were too shy to ask questions in class, to get one-on-one support.

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. \*

N/A

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

Yes, my expectations were surpassed. They were a good group and they really encouraged each other.

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

I would suggest an earlier start, because a 9:30 start affects the entire day. Also, there was one student who could have gone back to Math I. Perhaps a mid-term assessment would have allowed me to catch him earlier and send him back to a more appropriate class.

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

No additional resources are needed.

8. (OPTIONAL) Reflect on any adjustments you made from the last assessment of this course 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"

My course does not have much writing in it, so this does not pertain to Math II.

Created <b>15 Jun 2017</b> 9:54:27 AM	
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