

# Course Assessment– Part B: Your Results & Analysis

#239

Your Email \*

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MTH 111 – College Algebra – 1091559 – Abel Wolman – Summer 2017

## Part B: Your Results

100% of students achieved a course grade of B or higher.

### Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. \*

### Outcome #1

\* Model non-trivial, real world phenomena using multiple mathematical approaches and to interpret results.

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

100

### Outcome #2 \*

Demonstrate mastery of exponential, logarithmic, polynomial, power, and rational functions.

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

100

### Outcome #3 \*

Communicate results mathematically and in writing.

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

100

## ANALYSIS

High levels of group cohesion and interaction contributed to student success.

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. \*

The two students who responded appeared to have an appropriate sense of their end-of-term level of understanding/mastery.

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.)? \*

Reduction in number of topics covered.

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

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

Two adjustments: (1) Shorter problem sets appeared to improve student focus on the mathematics therein. (2) Individual student surveys/quizzes seemed to help more passive or introverted learners feel less hidden within their groups and better judge their own mathematical progress.

9. Describe how you have shared information about course outcomes with your students.

Student papers involved considerable discussion of matters related to Outcome 3, in particular, the somewhat different requirements associated with writing a mathematics versus a non-mathematics research paper.

10. 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"

I spent more time in class discussing appropriate sources for a mathematics research paper and where to find them.

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