

Course Assessment– Part B: Your Results & Analysis

#312

Your Email *

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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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Out of 25 students enrolled, 3 received a grade of "D". Everyone else got a "C" or higher for an 88% completion rate. That is typical of Math 112, and a strong indication that students are getting the outcomes. Students surveys showed an increase of approximately 1.5 points for the first two outcomes assessed; these are both quite specific to Math 112. The third outcome assessed, dealing with communication (assessed in some form in all college classes) showed an increase of approximately 1 point.

On the other hand, 3 students didn't turn in project 2 at all and another 6 students received a score below 70%. I would like to see this increase, though the best approach is not entirely clear to me as the percentage of the total grade (just below 10%, but I also drop low a low score) seems appropriate.

Outcome #1 *	Recognize periodic phenomena in which trigonometric functions can aid in overall understanding.
% of students who successfully achieved the outcome (C or above) *	22 of 25 students received a grade of "C" or better
Outcome #2 *	Construct appropriate models using periodic functions.
% of students who successfully achieved the outcome (C or above) *	22 of 25 students received a grade of "C" or better
Outcome #3 *	Analyze and effectively communicate results within a mathematical context.
% of students who successfully achieved the outcome (C or above) *	22 of 25 students received a grade of "C" or better. 22 of 25 students completed project 2. 16 of those 22 scored 70% or higher on project 2.

ANALYSIS

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

Usually when a student gets a "D" in my classes I can look at the grade sheet and see many quizzes missing. That happens due to poor attendance. For this class that pattern is not quite so obvious, though I do recall a small number of students doing very poorly on one test after another without seeming to change their approach to the class. While we as professionals need to be the best teachers we can, the biggest factor contributing to student success is time spent outside of class studying the material. In math that generally means working problems.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student

As mentioned above for outcomes 1 and 2 the increase was about 1.5 and for outcome 3 it was around 1. Curiously I had a small number of students rate their understanding of outcomes 1 and 2 at superior – at the beginning of the class. That should only be possible for someone that has had trig before, though I guess that is certainly a possibility.

evaluations) to your assessment (above) of student achievement of the three outcomes.

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

Yes, except not everyone completed project 2.

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

I have been struggling with ways to better communicate what is expected on projects in all of my classes. They have been better in some ways, but even though I spend a fair amount of class time explaining what I want, it is still surprising how many basic things students leave out. I hope this year sees major improvement in that area across all of the courses I teach.

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

No budget implications.

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

This is the first time math 112 has been assessed. The only significant adjustments to the class have to do with pacing and placement of topics. I am much happier with it than a couple of years ago, but some fine tuning is still necessary.

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

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

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