

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

#309

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.

MTH 60 – Beginning Algebra – 1092559 – Annette Byers – Spring 2018

## 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. \*

No data was collected for this evaluation. However here are the numbers of students for Spring Term 2018.

13 – students enrolled

4 – completed 1 student earned a D

6 – Fs

2 – Withdraws

1 – incomplete

## Outcome #1 \*

3/13 students completed with a C or better.

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

23%

## Outcome #2 \*

3/13 students completed with a C or better. 23%

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

23%

## Outcome #3 \*

3/13 students completed with a C or better. 23%

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

23%

## ANALYSIS

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

A number of factors contributed to the lack of success for this class. Work schedules conflicted with the class. One student started a new full time job with 3 weeks left of the term.

Did not attend or stopped attending class

Severe learning disabilities

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

No data collected from students. However, the two students who earned As increased their math skills significantly. They will both be in my Math 65 class Fall Term 2018.

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

No

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

I plan to have more visual presentations for the students. I am also going to add at least 3 new projects to enhance learning for solving equations and using fractions in the real world.

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

My time.

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

Because the math skills of this class were limited, I had to make adjustments in the projects and quizzes. Even with these adjustments, students were not successful. Not attending class is the reason why students were unable to complete the class. I used manipulatives to demonstrate many concepts, allowed extra time, worked individually with students, the tutor helped students, allowed take home assignments. Two students with severe learning disabilities were attending class but did not understand the material. One student has failed Math 60 two times already.

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

When students were present, we discussed the reason why fractions, equations, and math problem solving are needed to continue to the next level of math.

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).

I am having students write about their math experiences. Students need to describe how they solved problems, demonstrate their methods to others, and present their work to small groups. They also create their own story problems and I use these problems for quizzes. When students who are unable to do basic math skills (add, subtract, multiply, and divide) they struggle to understand or predict solutions. My job is to use a variety of methods to move them from concrete operations to a level of abstract thinking.

Created <b>16 Jul 2018</b> 10:37:07 AM	
PUBLIC	