

Course Assessment– Part B: Your Results & Analysis

#330

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu. MTH 98 – 1092989 – Annette Byers – Fall 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. *

Eleven students finished the course. All students were successful in completing the assignments for this outcome.

Outcome #1 *

The class project on percent, ratio, formulas was completed successfully by the students. Would like to change some of the problems to reflect students' life situations.

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

100%

Outcome #2 *

Students prepared a spreadsheet to show mean, median, mode, standard deviation. They emailed me the results. Project was successful.

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

100%

Outcome #3 *

The use of a graphing calculator was used sparingly. Students used google docs to create graphs instead of using the calculator.

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

100%

ANALYSIS

Project based assignments helped students understand the math concepts. This class also had excellent attendance.

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. 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. *

Only 2 out of 11 completed the assessment. These 2 students had positive improvement in their perception of their math skills from the start to the end of the course

5. Did student achievement of outcomes meet your expectations for successfully

Yes.

teaching to each outcome (question 4 from Part A) *

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

I would like to improve the spreadsheet project, the slide show project, and final project to make each of these more student centered.

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

none

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

First time to assess this course. However, after teaching this course 3 times, I am understanding the pacing, presentation, and topic focus much better. Students gain confidence quickly with the project based course.

9. Describe how you explain information about course outcomes and their relevance to your students.

At the beginning of each chapter the class talks about experiences with the upcoming topic.

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:

Each student completed a project where they explained a mathematical formula or concept to the class. They made a brief slide show to share with the class. The use, history, and examples were required. This simple project covered the three areas above.

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).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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