

Course Assessment– Part B: Your Results & Analysis

#406

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 65 – Beginning Algebra II – 1094304 – Annette Byers – Fall 2019

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. *

Fall term Math 65 26 students started the course – 2 withdrew, 6 received Fs and 18 passed.

14/18 students who passed will be taking Math 95 next term, 3 students are finished with their math requirements, and 1 student will be taking Math 111 next term.

Outcome #1

Solve problems using polynomials

% of students who successfully achieved the outcome (C or above) * 100

Outcome #2 *

Solve problems using radicals.

% 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

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

The 18 students who passed the course successfully had fewer than 2 absences for the 11 week term. They also consulted with the instructor regularly in class or via email. As always, lack of attendance and no communication with absent students lead to the F grades.

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. *

I am unable to answer this question because I failed to give my students the password to the survey link.

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

Yes. Students were able to complete the assignments in class, consult with other students about their results, repair missed problems, and ask the instructor for assistance.

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

I would like to have students be more comfortable working with a partner. Most of my students prefer to work alone, then check their work with the instructor. Writing solutions on the large white boards in class will be beneficial.

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

I have already purchased more white board pens for my class.

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

I am moving to more project based assignments that can be completed in class. Students are able to work independently at home on homework and watch videos from myopenmath to assist them with the math processes. Next term I will have all assignments posted on Moodle with corresponding videos for the lessons. If students are unable to attend class, they can go on Moodle to stay current with the course. My hope is this will encourage students to attend class prepared.

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

As a class we discuss the topics we will cover for the term and review the topics after each chapter that we complete. When they complete specific assignments I inform my students of the outcomes we are trying to achieve.

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).

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

While working on the quadratic story problem project, students have a number of methods by which they can solve the problem. We share these different techniques used to solve the problems. I have added a few small projects involving the history of the quadratic equation. Students learn which cultures used the equation. We then have a class discussion of how the equation is used in their lives. Definitely still working on bringing more history of math into the classroom, more visuals, more videos, and have found some great TedEd programs to have students watch and evaluate.

One area that is difficult for students is to communicate with each other about math. More work on my part needs to be done in this area.

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