

Course Assessment– Part B: Your Results & Analysis

#420

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.

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. *

A mid-term assessment was given in order to assess the Outcome #1. This assessment included 16 questions and was given to 6 students, of which 4 ended up remaining in the course until the end. Of those four students, one student got 13/16 answers correct, two students got 12/16 answers correct, one student got 10/16 answers correct.

Outcomes #2 was addressed with a final assessment during the last week of the term. Of the four students who took the assessment that included 8 questions, one student got 7/8 correct, two a 6/8, and one scored 4/8.

Outcome #3: This outcome was addressed with questions in both the mid-term and final assessments for a total of 5 questions. 3 students achieved a 4/5 and one student achieved a 2/5.

Outcome #1

*

Ability to apply a wide variety of mathematical information and concepts to real life and theoretical problems involving basic mathematical concepts and operations.

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

75%

Outcome #2 *

Sufficient competency of introductory algebra, including linear equations and coordinate graphing, to answer questions and solve problems.

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

75%

Outcome #3 *

Ability to identify and apply geometric formulas for area, perimeter and volume.

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

75%

ANALYSIS

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

The curriculum and how it unfolds contributed to student success. It started at a basic level and covered each topic in a sequential manner. Other factors included utilizing videos to teach the material, taking practice GED tests and scaffolding practice questions.

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

The student evaluations somewhat reflect the end-of-term understanding/mastery of the three outcomes.

three outcomes (found in student 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, student achievement met my expectations for successfully teaching to each outcome.

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

In regards to course adjustments that are warranted based on the above questions, additional practice tests and questions could be given to help students further apply the material they have learned in supporting them with passing the GED test.

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

Most of these resources could be found online. Additional workbooks could be purchased for additional practice, however.

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. *

N/A

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

Course outcomes are directly related to the overall pre-college math outcomes that include solving problems and communicate reasoning and results in order to pass the GED, enter college or training courses, or fulfill personal work or enrichment goals.

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"

I was not aware of the college's goal to incorporate these Core Learning Outcomes into the pre-college math curriculum. This could have happened inadvertently, however. For instance, CLO #2 includes Critical Thinking and Problem Solving. My curriculum supported this by aiding students in thinking critically about the math problem at hand and evaluating potential solutions.

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