

# Course Assessment– Part B: Your Results & Analysis

#460

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MTH 211 – Fundamentals of Elementary Math – 1095903 – Annette Byers – Fall 2020

## 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. \*

The assessments of the outcomes were successful. Because this was the first time teaching the course, I implemented a variety of projects and assignment to assess students understanding of the material. This strategy encouraged students to research and study the topics in order to participate in small group discussions.

### Outcome #1

\*

Quiz on the mathematical concepts: problem solving, sets, whole numbers, number theory, and fractions.

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

100

### Outcome #2 \*

Compare and Contrast Problems Solving Methods Project.

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

100

### Outcome #3 \*

Assigned reading and reflective writing assignment regarding how math vocabulary is an important component to teaching elementary students.

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

100

## ANALYSIS

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

Students enrolled in Math 211 Fundamental of Elementary Math are working toward on a Educational Pathway transfer degree . Because they are in a specific program, they were motivated to pass the course. The course started with 21 students. One student withdrew and the other successfully passed the course with C or better 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. \*

Thirteen students replied to the assessment. Extending mathematical content knowledge – 11 students reported gains in this area and 2 students remained proficient. Applying various problem solving strategies – 11 students reported gains in this area and 1 remained developing and 1 was proficient. Ability to use mathematical vocabulary – 11 students reported gains in this area and 2 students remained developing. (The 2 students responding with no improvement were the same student)

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

Yes. The outcomes exceeded my expectations. Highly motivated engaged group of students. Zoom format encouraged small group work.

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.)? \*

Because this was the first time teaching this course, I have a number of adjustment to make for the next time I teach. 1. have a set of manipulatives for students to use at home. 2. encourage all students to have a quiet space to participate in the Zoom class. 3. send hard copies of specific assignments to students. 4. make adjustment to class projects, quizzes, and presentation requirements.

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

set of math manipulatives for each student. I would recommend sending students some printed copies of some project. Ideally each student would need their own set of manipulatives.

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. \*

NA. First time teaching this course.

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

As a class we discussed the outcomes for the class as listed on the syllabus. Also, with each unit the purpose of the projects were addressed and the outcome was included. This was a straight forward process since the students are prospective teachers.

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"

CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"

CLO #1 – all students did a short presentation on the method they used to solve certain math problems. They spoke to the class about why they chose the problem, did some research, and walked the class through the method of solving.

CLO #4 – students read short historical excerpts and responded to these. Researched the different methods of multiplication over the ages and how these are still used today.

CLO #3 – Because this is a math class, the students applied new quantitative literacy with every unit. Problem solving techniques. Explored and discussed how to approach problems. Addition subtraction, multiplication, and division methods. Explored and discussed a variety of algorithms to find solutions.

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