

Course Assessment– Part B: Your Results & Analysis

#433

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 251 – Calculus I – 1094300 – John Evans – 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. *

This particular class seemed a little weak based on test and quiz scores, and yet they did fine on their final. Thirteen of 16 students scored a passing grade on their final and 9 of those 13 scored 80% or higher. And traditionally, the final is quite difficult. On part A I listed 80% as the definition of success and 13 out of 16 is right at 80%. However there were also 3 students who withdrew, so once they are counted the success rate is below 80%.

Outcome #1

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Recognize applications in which the concept of limits and derivatives can aid in overall understanding.

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

13 of 16 is 81%. 13 of 19 is 68%. one of the 3 that dropped perhaps shouldn't be counted as they really only came the first 2 weeks of class, but 13 of 18 is still only 72%.

Outcome #2 *

Accurately compute results from models through the appropriate use of technology, limits, derivatives and algebra.

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

same as above

Outcome #3 *

Analyze and effectively communicate results within a mathematical context.

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

same as above and only 13 of 16 turned in the final project

ANALYSIS

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

Success in math comes primarily from working problems outside of class, so to me the truly great teacher is the one that can somehow get students to see the value in doing just that. I don't know that this class all that different than others, except I still believe they were on average weaker students than most years past. I have started personally helping students less when they do problems in class, and at first I felt kind of lazy. But early evidence has been quite promising. More on that in future analysis I am sure. During the term I was also quite concerned with what seems to me to be a terrible time to take math – 11:30 to 1:50, and yet in the student responses only 2 or 3 students commented negatively on the time, and some liked middle of the day.

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. *

They showed quite a large increase in understanding, particularly for the first outcome. They showed only a small (still

positive) change in understanding on outcome #3, which isn't totally unexpected as this is not the first math class they are asked to effectively communicate their results. Here is a quote from 1 student related to outcome #1. Frankly I am surprised they felt they had any knowledge what-so-ever of this course before they starts. "I didn't even know what the hell a derivative was, but now I have learned that derivatives are very useful and have many uses in real life."

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Over all I was disappointed in the outcomes for the class. I was pleasantly surprised at the level of understanding shown on their final, but out of 19 students 3 withdraws and 3 D's is not really acceptable. An F was not counted as the student was NS.
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6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

One thing I will do for sure is have them do project 1 much earlier in the term. I may also make the main project due several weeks earlier in the term so that the last two projects (was is now called project 2 really can't be done before week 9 or 10) don't over lap so much. I am going to continue exploring the effects of not giving much help while the work on problems during class to get the to stretch a little bit and to learn to help each other more. Along with that is also giving them more time so that they can actually finish – or come to a hard block. Next year calculus will almost certainly not be in the middle of the day, so that might have an effect on outcomes as well.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	none that I am aware of
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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. *	as a professional I makes tweaks based on many things and while I am sure I did not teach this class quite the same as last time, I don't recall any adjustments based on a previous assessment of this course. I don't recall when such an assessment was made, though I don't think this was the first time either.
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9. Describe how you explain information about course outcomes and their relevance to your students.	Truthfully I don't explain that information at all. I am not sure how useful that would be in any class I teach, and in particular I don't see the use in calculus since the majority of students taking calculus will have no idea what the things are (limits, derivatives, integrals, etc.) before taking the class. And if they still don't at the end then it is pretty likely that they will not pass the course. And while like any of us I want all of my students to succeed, passing a student that really doesn't meet the outcomes sort of defeats the purpose.
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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"	I speak more to citing evidence when describing projects or even quizzes when appropriate then in years past, but not much beyond that.
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CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

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