

Course Assessment– Part B: Your Results & Analysis

#416

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 243 – Statistics I – 1094299 – Abel Wolman – 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. *

For all 3 outcomes achievement data was gathered through problem sets and class discussion.

Outcome #1

*

Identify concepts and techniques from descriptive and inferential statistics and real-world applications of the same.

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

92%

Outcome #2 *

Use concepts and techniques from descriptive and inferential statistics to describe, model, and analyze real-world problems.

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

92%

Outcome #3 *

Critique the application of probability and statistics to real-world problems and effectively communicate these ideas in written and verbal form.

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

92%

ANALYSIS

Class attendance and active participation in solving problems, including classroom discussions, contributed to student success.

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. *

Student assessment of their own understanding and progress in statistics appeared reasonable and consistent with my assessment of the same.

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

Generally, yes. (See #6 below.)

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.)? *

There is too much material in the MTH 243 CCOG for an 11 week course.

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

Perhaps revisiting the MTH 243 CCOG.

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. *

The addition of a survey/quiz to assess CLO #3 contributed to time pressures for covering course content.

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

I attempt to embed this information in the problem sets, the focus of the class, and to further draw out the relevance and importance of statistical thinking through class discussions.

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 #3? I added a survey/quiz to both assess this core learning outcome and to improve student understanding of the meaning of the "quantitative" part of "quantitative literacy".

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"

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