

# Course Assessment– Part B: Your Results & Analysis

#403

Your Email \*

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## 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. \*

Math 65 started out with 21 students. two withdrew and three decided that they wanted to take the course as a P/NP. Of the 19 students who completed the course, 16 passed the class with a C or better. All of the students who who completed the major project (18) received a B or better.

### Outcome #1

\*

Solve problems involving polynomials.

18 of the 19 students who completed the class received a B or better on the swimming pool project. It is interesting to note that in the question How can the swimming pool project be improved that one student wanted the numbers. The idea of the project was for students to find the correct equations and the numbers themselves. That was the big take away from the project.

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

95%

### Outcome #2 \*

Solve problems involving rational expressions.

Students had a hard time with this one. the students enjoyed creating their own problems, but struggled with solving them!

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

84%

### Outcome #3 \*

Communicate results mathematically and in writing.

This is still something that students seem to have a hard time with. Math is numbers and they balk at writing a complete sentence!

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

84%

## ANALYSIS

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

Of the 2 students who failed this class, one stopped coming. This student never replied to any communications to drop the class. The second student who failed, missed a number of classes and rarely took notes (was not prepared). I spoke to this student but I don't think this student was really prepared for college. 7 or 37% of the students got a C. Of these 7, several passed at the final minute by passing the final exam. Most of these students did not do their homework or

come to class prepared to ask questions. Of the students who passed and received a B or better (or a P), they turned in homework, asked questions and were willing to come to the board to work problems.

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. \*

It is interesting to note that at the beginning of the term 5 to 7 of students who answered (11 did) thought that they had very poor or fair understanding of the concepts. By the end of the term, everyone had moved up to developing and proficient. No one felt they were an expert. After looking at final exams and where students were at the beginning of the term, I feel that students were right on the mark about their abilities.

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

Students did exceptionally well on the project but as far as doing well on the unit tests and the final exam I am not happy. Students who took notes, asked questions and did their homework did well in the class.

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

I need to find a way to get students more engaged. I believe that if I had separated several students from their friends and sat them in the front, they would have done much better. However, this is college and I feel that doing the above would have treated them like they were still in high school. At what point do students need to take on the responsibility for their learning?

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

None

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 have never assessed this course formally. I reflect on every class session and adjust how I teach. I do this with every class whether it is formally assessed or not. If a lesson doesn't fly, I figure out a better or different way to teach it the next time.

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

I explain at the beginning of the term what the outcomes are for the course. As we cover different topics I will say what outcome it meets. I will admit that I don't do it every class. But if they need to know something before a topic is applicable I will tell them that it leads up to an outcome. I try to give problems throughout the course that are relevant to the program they are going into.

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

While Math 65 does not have clo's (it is under 100) I do have them communicate their answers both in writing and mathematically. It is not always easy since they balk at writing in a math class.

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"

<p>Created <b>10 Dec 2019</b> 11:12:11 AM</p>	
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