

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#488

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 swade@cgcc.edu.

MTH 65- Beginning Algebra II - 1096423 - Kim Kiser - Winter 2021

*** 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.

All students successfully completed this course with a c or better. Some students were absent which caused a lower grade due to not having that interaction but in the end, managed to pull out a C grade or above. (Not sure if this is answering this question)

*** Outcome #1**

In evaluating the polynomial applications, 92% of the students were able successfully to set up a polynomial problem and do the operations needed to complete the question. The other 8% of students were able to set up a simple problem but were not successful I. The harder applications as they were stuck on what the problem was asking them to do mathematically.

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

100%

*** Outcome #2**

The rational unit was much more difficult due to the fact they are working with fractions. Over 80% of the students received a c or above through the entire unit. Their struggles were working with unlike denominators and applying rational functions to applied questions. In fact only 3 students were successful in the application portion. Many made corrections on their assignments which helped but a little over 85% of the students passed the assessment which included setting up rational equations based on a story problem.

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

85%

*** Outcome #3**

The radicals unit was rough when we did simplifying. Only 10% of the students could simplify successfully with a 85% on the mini checks. This includes the adding/subtracting units. However, students did extremely well on the problem solving and solving equations. I had close to all students successful on those units.

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

98%

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

I think asking questions in class, correcting their assignments and resubmitting, seeking tutoring, watching the videos I posted . Attendance was also a big contribution. And a small class helped.

*** 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.**

Students never feel secure with understanding math. Many will tell you they aren't good at it. I saw growth in every student as far as confidence, less struggles and assignment completion. The rationals and radical units were the toughest and I would say that their perception was spot on.

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

It met my goals but did not meet my desired goals.

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

Trying to make comprehension of concepts easier. More application based problems to connect the algorithms they are learning (the why) more time given to the first section of the night to build up confidence for last section of night. Design better activities and tasks.

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

Performance based assessment more work in building these, more teaching at this level for these students to get to know the clientele. Being in the classroom would really help!

*** 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 didn't really do anything different as it was my first course at math 065.

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

Learning outcomes are given beginning of class so students know desired learning and what is going to be taught. This helps me stay focused on teaching and helps students understand daily goal.

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"

CLO2 gave more applied questions and taught for connection and comprehension of how and when they would use the math. This would also touch in CLO5