

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#497

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 95- Intermediate Algebra- 1096792- Pam Morse- Spring 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.

This was a small class this term. (6 students) Using the unit tests and the final exam, the average score of the 3 combined was an 81%. Looking at homework, students were allowed to redo any homework assignment where there were errors and to fix them and turn back in for full credit. Quizzes across the board averaged in the 80% and 90%.

*** Outcome #1**

Communicate results mathematically and in writing. It is hard to get students to understand that writing mathematically takes time and practice. This group did a much better job than they are giving themselves credit for. Some of the skills that they struggled with were skills from Math 60, translation of the English word to mathematics. Everyone who responded to the survey (5/6) said they struggled with the word problems. In order to help improve their confidence on this topic I will be researching videos and other resources to help them beyond what I offer in the class. It is often times difficult via zoom to get students to talk. I'm not sure why they are willing to talk in class, but not in this format. I am pleased however, that 80% of the students felt they were just beginning to understand and by the end of the course 60% felt they were proficient. All of the students moved up in their perception.

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

100

*** Outcome #2**

Formulate and solve problems in one variable using quadratic, rational and radical equations as models. At the beginning of the term, 20% of the students felt that they had no ability to do this and 60% felt that they had a beginning understanding and the rest felt they were developing. By the end of the term, 80% felt they were proficient while the remaining 20% had moved to developing. This shows me that I am on the right track with what I am doing.

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

100

*** Outcome #3**

Formulate and solve problems in one or more variables using linear models. Again, students showed progress. At the beginning of the term, 80% felt they had no ability or were just beginning to be able to do this. the remaining 20% felt that they were developing. By the end of the term 40% were at developing and 60% were proficient.

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

100

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

I believe there were a number of factors that contributed to my students success this term. The first is that it was a small class of just 6 students. Five of the students were always present and the 6th only missed a few days near the end of the term. This small class size allowed me to work with each student. These students were older adults (not freshly minted adults). They were not shy in asking questions or asking me to go over a problem again and again. The second contribution to success was the maturity. What I mean by this is that they all advocated for themselves in class and I did not need to "pull teeth" to find out where they were not understanding. Third, they all kept cameras on. This allowed me to see "deer in the headlight" looks and adjust my lesson accordingly. I was able to go at a much slower pace to make sure that I was not leaving anyone behind. Some felt that this was a fast paced class. And it is. There are some expectations of what they should be able to do coming in to class, such as factoring. Some of these students came straight into 95 this term and were rusty in their skills. One student suggested that this course be cut into two pieces. While I agree that this material is a lot for 1 class, it is just not feasible to create 2 classes out of the one. This would keep students in precollege level math a lot longer. Fourth, I think doing a weekly discussion on math in the real world helped. Some students enjoyed doing this but one student felt "they kept me motivated by seeing the math in the natural world around me. But they did little to help my overall understanding" Other students felt it had helped them. The point of the weekly discussions were to see that math is in everything. Many of the discussions actually subtly included the math we were doing in class. I would refer back to the question of the week and show them how it pertained to what we were doing. Last but not least, I allow students to redo any homework and turn it back in. They can keep doing this until they have full understanding (and thus full points). Quizzes are open notes based on what they took in class and what they did on homework. This helps them to see where they are weak and where they need to ask questions.

*** 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 were actually right on where they thought they were at the end of the class. 100% of the class passed. 80% of the class scored higher than 75% on the final exam. 60% scored higher than 90% in the course, 40% scored higher than 80% and 20% scored higher than 75, but less than 80.

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

I am quite pleased with the student achievement this term. I think that by adding in the weekly discussion of math in other areas of life, it brought students to a greater appreciation of what they were learning.

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

Based on what students felt they were weak in such as factoring, word problems and chapter 7 (a lot of fractions) I will need to find more materials as supplements for them. I also think that less stigma on needing tutoring needs to be worked on.

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

I think that there needs to be something that we can have students utilize to work on their skills. There are OER resources such as MyOpenMath that may be able to be set up so that students can practice skills outside of the classroom.

*** 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 provided more resources than in the past. Obviously based on what my students responded with, they appreciated this. However, I will need to work on finding more and setting up some kind of repository that students can utilize throughout the course. I still try to bring real world problems into the classroom and to this end the weekly discussion questions help.

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

Each class I describe what we will be doing in class that day. I tie it into the outcomes and tell them where this is coming from and where it is leading in the course. When a student told me earlier this term that each new topic was totally different, I gently showed them that the strategies and concepts were the same. The way the problem looked might be different but the way to think about them all had the same starting point. I let them know that I am giving them tools to use in the "real" world. That logic is not just mathematical. Being able to think and question things around them or to solve simple problems they encounter in life all stem from essentially the same place.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

I spend time with students doing ILO #2 and #3. I have students answer more word problems on exams and do more word problems for homework. I also have them working together to solve problems and report back.