

Course Assessment– Part B: Your Results & Analysis

#466

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.

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. *

Outcome #1 –Test – During approximately the middle of the term, students, while using a calculator, will take a test, composed of 20 – 27 written mathematical problems. 70% accuracy – If criteria is not met, student will assess his/her weaknesses, then study and take another test that is composed of similar questions.

Data – Mid-term test – 5 students

Mid-term End-term re-do

- 30% No show
- 65% 50%
- 5% 95% (1 question these scores)
- No show No show
- 40% No show

Outcome #2 – Project – Students will pose a personal question on which they can collect daily data. At the end of two weeks, data will be graphed and interpreted.

Data – Two, out of the original nine, students completed this project.

Outcome #3 – Test – After completion of a hypothetical room remodel, students will take a test that includes 4 written questions concerning area, perimeter, and volume. – 75% accuracy

Data – Neither the project nor the test were accomplished. After reviewing scores from the mid-term test, I conferred with students and we all agreed to review the material from the start – at lesson 1.

Outcome #1

*

Outcome #1 –Test – During approximately the middle of the term, students, while using a calculator, will take a test, composed of 20 – 27 written mathematical problems. 70% accuracy – If criteria is not met, student will assess his/her weaknesses, then study and take another test that is composed of similar questions.

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

0

Outcome #2 *

Outcome #2 – Project – Students will pose a personal question on which they can collect daily data. At the end of two weeks, data will be graphed and interpreted.

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

40%

Outcome #3 *

Outcome #3 – Test – After completion of a hypothetical room remodel, students will take a test that includes 4 written questions concerning area, perimeter, and volume. – 75% accuracy

% of students who successfully achieved the outcome (C or above) * 0 – Not attempted

ANALYSIS

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

This term's students, although having regular attendance, started class with very low skills. In addition, distance learning doesn't appear to work well for them. It was difficult to keep their attention in class, even when they were practicing the skills.

While Math I has always been recognized as a difficult class, the fall term had exceptionally poor results. On one hand, student retention (over half) was the best I have seen in ten years. On the other hand, students seemed amazingly incapable of grasping the basic math concepts. Now that's not to say that I didn't see progress. One student, for example, exhibited nearly no skills, but with hard work and a tutor, saw a lot of progress, despite a low end-term score (50%).

In addition to low test scores, my students are even less likely to do at-home work when they don't have to bring it in to an actual classroom to finish up the project. For the first time, for example, I was unable to get a single student to try the "Challenges" (extra credit) that are regularly provided on the Moodle site.

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.

*

All but one of my students strongly felt they hadn't done well in class and wanted to repeat the course. I expect one or two will have a solid understanding of the material at the end of next term. One of the students has moved into Math II, and the another delivered a baby at the end of the term and plans to be out for a while.

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

Absolutely not.

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

Encouraging the students to work together in breakout rooms has proven to be quite valuable. I will try to increase this activity.

Many students are comfortable getting up, during lecture or class activity, and walking away from the computer. They'll come in late and leave early. I've been doing regular conferencing, during which time I discuss this.

In addition, I hadn't seen a need for distributing packets, since all materials were on the Moodle site. However, I've changed my mind on this and hope students will benefit from having the hard copies.

Despite all my attempts one of these students never had a textbook or the correct calculator, nor was he honest in informing me, NOR could I get agreement on this issue from the involved parent.

I strongly suspect these students need to be in a face-to-face classroom.

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

Students will continue to need laptops with a good connection to the internet. I can TRY to be more watchful and talk to students when they get up and walk away from class or come in late or leave early. In all honesty, I've probably done all I can on

8. Describe the results of any adjustments you made from the last assessment of this

My first "Covid Class" was taught last spring. Beginning then, I've been making adjustments to the class, such as the use of breakout rooms.

course (if applicable) and their effectiveness in student achievement of outcomes. *

This term, much more than spring, I continued to make changes, and I see a need to work harder on those changes.

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

I discuss the course outcomes on a regular basis. A goal is listed at the beginning of each lesson plan and I explain how the attaining of that goal will affect both their daily life and their GED score.

Janette Harrington

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"

Created
4 Jan 2021
4:40:38 PM

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