

Course Assessment– Part B: Your Results & Analysis

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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.

Pre-College – Math II – 1096003 – Andrew Carmicheal – Fall 2020

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. *

- 1) Completion of homework/classwork– formative.
- 2) Quizzes on algebraic concepts– 3–4 quizzes.
- 3) Students take the GED practice test from ged.com– We took two of these

Outcome #1

*

Solve problems of geometry including perimeter, area and volume.

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

90%

Outcome #2 *

Solve problems with one or more variables using linear models.

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

90%

Outcome #3 *

Receive a passing score of 145 on the GED math exam or 200 on the Next Generation Accuplacer.

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

80%

ANALYSIS

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

It was a very small class. Two students dropped relatively quickly because their jobs and families were competing for their attention. A few students already had the skills to pass the GED test and did so before the end of the term. The last two weeks were just me and one student. She was close to achieving a passing score on the GED, but she was actually already a high school graduate and just brushing up on her skills before college.

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. *

At the end, I only had one student and she did not do the end of the term evaluation. I believe she would feel as I do, that she mastered about 80% of the material.

5. Did student achievement of outcomes

Yes

meet your expectations for successfully 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.)? *	We have changed course times and offerings in order to have more students. With more students, a standard classroom experience can be achieved. In a community, students can test theories in breakout rooms and have a more well rounded experience.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	NA We have the resources we need.
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. *	This class being online, I used breakout rooms. In fact, while I had students, there was more group work than I had done in the past. I believe the helped lead to success.
9. Describe how you explain information about course outcomes and their relevance to your students.	We talk about them and I explain how they are related to students' goals.
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"	CLO #1 and #2. The increased level of group work led to greater analysis and critical thinking of mathematical concepts.
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