

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#548

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MTH 243- Statistics I- John Evans- Winter 2022

* **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.**

Students in math 243 winter 2022 did outstanding work. Everyone got an A except one person that got a B. Success rates in math 243 are normally high, but this is better than usual. Also can't really draw any conclusions from a sample of size 6, which hopefully every student in that class would also know.

* **Outcome #1**

Identify concepts and techniques from descriptive and inferential statistics and real-world applications of the same.

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

100%

* **Outcome #2**

Use concepts and techniques from descriptive and inferential statistics to describe, model, and analyze real-world problems.

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

100%

* **Outcome #3**

Critique the application of probability and statistics to real-world problems and effectively communicate these ideas in written and verbal form.

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

100% and 100% successfully finished the main project

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

High success rate in statistics I is common, at least at our school. What I am most happy with is that finally I am getting decent projects from the majority of students.

* **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.**

They all showed quite a lot of improvement across the board. Information learned in statistics is pretty specific, so in some cases I think it is possible that they over rated what they knew at the beginning. Still, every student indicated quite an increase of understanding in all areas. That shouldn't be a surprise given the over all high grades students received.

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

Yes

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

It looks like we will be forced to make changes to math 243 from OUTSIDE sources. There is absolutely no need in my opinion, and while 6 isn't a big enough sample size to draw meaningful conclusions from, our success rate has never been low in the time I have been here.

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

no changes necessary

*** 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 been satisfied with what students turn in for their projects until recently. I have tried a variety of different approaches, none of which ever really worked. Last year I decided to split the project up into 2 pieces, at least from the students point of view. The main purpose of this was to get students to begin designing and doing the data collection part of the project earlier in the term. That produced better results. Finally, in winter term of 2021 I received a really great project. I worked with the student to make it even better, specifically with the goal of having a better example to give to students. Once I started giving students a copy for reference (fall 21) projects got a lot better. I will add to this some of the student comments from winter 22.

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

I still think course outcomes are more for us than for students, though in statistics I am sure they are well aware of them because of how much we talk about using what we learn in class in practical settings. And I don't mean in the sense of them producing great statistics. On the other hand, we all read stuff, especially as students. They do research regularly for all of their classes, and knowing how statistics are supposed to be gathered and used, and what can and can not be said about them is super important to us as students, and as citizens of a democracy.

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: "Content Development" and/or "Control of Syntax and Mechanics" 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"

Several of my small assignments revolve around reading and critiquing articles that use data in some way, especially if it is used to draw conclusions.