

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#519

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 98- Quantitative Math- Annette Byers- Fall 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.

Solve problems using percent, ratios, formulas, and real numbers.
Communicate results using words, tables, graphs, and mathematical equations as appropriate. Compute and interpret standard deviation, mean, median, and weighted mean, normal distribution.

*** Outcome #1**

All students 100%, completed the percent ,ratio, proportion and application project for Outcome 1.

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

100

*** Outcome #2**

All students completed the pie chart project and the graphing a story project.

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

100

*** Outcome #3**

Students worked in a group to complete the mean, median, mode, standard deviation for a set of data. The project went extremely well.

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

100

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

Being able to work together and share ideas contributed to the success on the pie chart, graph stories, and statistics project. The percent project was not as successful. At this time during the term, I had some students absent or who stopped attending class.

*** 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.**

Only three students responded to the evaluation. The results were mixed. One student reported a high level of understanding before the class started and after the class was completed. The other two students reported improvement on all of the areas.

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

Yes. I think the students exceeded my expectations for participation and completion of the projects.

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

The percent project needs to be upgraded using some specific examples. My idea is for students to generate the questions by using some sources such as sale samples, credit card statements, or other real life sources.

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

none

*** 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.**

Because this class was taught online via Zoom this term, many adjustments were made from the last time I taught this course face to face. I have found effective ways to engage students and work in breakout rooms on Zoom. By sharing their work with the class, they complete the assignments. Students are given a packet with all of the term's work during the first week of class. We are then able to work together on the various projects. I can assign homework that needs to be completed before the next class. When students come to class, they can then present their work and have questions answered.

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

At the start of each new chapter we discuss the topics and intended outcomes of the sections. Each class section students have the opportunity to share when they use math in their lives or other courses. This can be specific examples, jokes, bills, children's math, or any math item they would like to share. This is such a fun way to start the class.

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"

In Math 98 I continue to focus on ILO#3 - Application/Analysis. Students have a final project where they research a math topic of their choice and present this to the class. The topic choices allow for excellent discussions, which students lead. Students application of the knowledge and analysis of ideas flows. Researching and learning about math rather than making assumptions is important. Students learn the material and interact with the math.