Course Assessment- Part B: Your Results & Analysis   `COMPLETE`   #562

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ABE/GED 80- Pre-College Math I- Jennette Harrington- Fall 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.

Outcome #1
Using the T130-XS calculator, apply common math skills to real life problems involving whole and rational numbers.
Test – During approximately the middle of the term, students, while using a calculator, will take a test, composed of 20 written mathematical problems. 70% accuracy
8 students completed a midterm, consisting of 20 questions - With an average of 75.6% accuracy.

Outcome #2
Interpret charts, graphs and data to answer real life mathematical problems.
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.
6 students completed this activity with 100% accurate completion.

Outcome #3
Solve measurement and common geometry problems through the use of mathematical procedures including technology.
/quiz - After completion of a hypothetical room remodel, students will take a test that includes 4 written questions concerning area, perimeter, and volume. – 75% accuracy
5 students completed this quiz with total of 75% accuracy

* Outcome #1

Outcome #1
Using the T130-XS calculator, apply common math skills to real life problems involving whole and rational numbers.
75% (6:8 students) achieved outcome. The remaining students got 65% correct and studied to improve their understanding of the material.

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

75%

* Outcome #2

Outcome #2
Interpret charts, graphs and data to answer real life mathematical problems.

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

100%

* Outcome #3

Outcome #3
Solve measurement and common geometry problems through the use of mathematical procedures including technology.

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

80%

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

Student attendance.

* 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.

I believe the students' perception of their mastery matches what I have recorded in the grade book.

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

Students began this term with lower skills than I've seen previously, yet their achievement surpassed my expectations, based on past experience.

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

The population for this class varies term-to-term. I actually felt my instruction was a tiny bit more sloppy than in times past, yet student achievement was good. I attribute that to the individuals, not to anything I did.

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

None - We have recently acquired an Aztec program that I have high hopes for. It can be used by my more advanced students, and mimics the GED questions, followed by immediate feedback.

* 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 continue to try to simplify the course. I feel like there's become too much clutter that doesn't add to the student's learning objectives. (Like Shayna's slides - Which I know are extremely important - sigh!)

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

I go over course outcomes when we cover the syllabus (once again, trying to de-clutter) at the beginning of the term. I often refer, in class, to test-taking strategies or skills that will help them pass the GED. I post the instructional goal for each class.

NOTE: Student retention is a big topic in our department, and I can't see that anything I've done, over recent years, has changed anything. Over Winter Break, I examined data I had for the past 5 years, and it seemed to back up this perception. For lack of anyone to share this with, I'll send Sara the results. Feel free to ignore.

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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"

(No response)