Course Assessment- Part B: Your Results & Analysis

COMPLETE #582

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.

MTH 95- Intermediate Algebra- Pam Morse- Winter 2023

*** 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.**

9 students made it to the last day to withdraw. One who made it to class let than 50% of the time dropped. Of the 8 remaining students, all 8 passed. 25% had an A, 50% had a B, and 25% had a C. of those 8, 4 took the lab associated lab class. 100% of the class passed.

*** Outcome #1**

Out of the 8 students who took and passed this class, 3 students felt at the beginning of the course that they were at the beginning of understanding: Formulate and solve problems in one variable using quadratic, rational, and radical equations as models. By the end of the course all students felt that they were developing or better.

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

100

*** Outcome #2**

Formulate and solve problems in one or more variables using linear models. Of the students who answered this question, 4 students felt that they either had no knowledge or were just beginning to understand this at the start of the course. By the end of the course 1 was still developing and the rest felt that they were proficient or better.

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

100

*** Outcome #3**

Communicate results mathematically and in writing. 50% of the class at the start of the course felt they had no ability or were just beginning to be able to communicate mathematically in writing. By the end of the course, all were developing or better. 50% of the students felt that they were proficient or expert.

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

100

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

As the instructor, it is my responsibility to emulate what I am asking of my students. They see examples of what it means to communicate mathematically. They are given ample opportunity to practice writing in words and in mathematics. I also give lots of feedback on assignments helping students to understand what I am looking for. Students are allowed to redo assignments to improve (only a handful do). When I do problems or give notes I am again showing students how to do mathematics. I tell them from the very first day of the term that they are mathematicians and while they may all not be at the same place mathematically, they are mathematicians. I kept telling them every class they could do this and that they were not alone in being confused at times. They learn that I have been in their shoes and that I am there to help them. 50% of the class took the corequisite lab and this helped them grow also. One student had a 28% on the first exam and had a 70 average by the end of the course.

* 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.

75% of the students took this survey. All saw growth this term. This term I am sure that the combination of students who needed the corequisite and took it and my constant telling them they could not only do this but were doing this helped them see that they could. Students were asked to write a short essay as part of the final to explain how they grew as a mathematician over the course of the term. Responses indicated that they felt seen and that they knew that I too could be overwhelmed and confused. This allowed them to "see" that they weren't stupid. One student wrote that by feeling seen and heard they had more confidence to try and less fear of getting answers wrong. Another students reflection stated progress, not perfection. I believe that by not only encouraging them all term that they began to have belief in themselves and therefor not being afraid to try.

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

My students did so much better than my expectations. I am very proud of all of them this past term.

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

I can always improve. I did more EFFL this term. Experience First, Formalize Later. I believe that this gave students an opportunity to get meaning in different ways and then formalize. Students need to find their own way so to speak and math is one subject where students do better when they take ownership. I think I will continue doing more of this and project based learning.

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

I don't see any budge implications.

* 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 time in teaching the course I did more experience first lessons. Students tried, analyzed, and deduced many of the concepts prior to being given lecture notes. I truly believe that this helped many of them. I also don't grade exams with student names on them. The students use their student id so that I do not have any idea as to who's test I'm grading. I feel that this makes it more equitable.

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

I go over the outcomes at the beginning of the term to let students know what we will be doing. I also explain the outcomes during each unit.

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"

I haven't really changed my curriculum or assessment to support the outcomes. I have students analyze problems and write answers. They know that word problems need words and that numbers alone have no meaning. I could do a better job for this class in finding problems that will meeting these outcomes.