Course Assessment- Part B: Your Results & Analysis

COMPLETE #622

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MTH 111Z- Precalculus 1: Functions- John Evans- Fall 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.**

Everyone that finished the course passed. Any F's where students that stopped coming and never withdrew, so the 80% success rate is easily met, though it was an unusual class in that no one got an A, and there were more C's than B's. For the last outcome everyone turned in project two (also a little unusual)

*** Outcome #1**

Explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology.

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

100

*** Outcome #2**

Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results.

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

100

*** Outcome #3**

Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.

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

100

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

Nothing magical, that's for sure. One thing that I am sure helped was the fact that most of the class was in the lab as well. The biggest detriment was attendance. Several students missed a fair bit of class. Their grades suffered for it.

*** 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.**

While a couple of students thought they started the term at level 3 or 4, the vast majority of them listed 1 or 2 for their understanding at the beginning. The most common response at the end was a 3 or 4, though there were a few 2's as well. One student on one outcome said they started at a 5 and ended at a 4.

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

Everyone passed, which is hard to put in any sort of negative light, though many just sort of got by. I guess that's up to the student though based on what they need from the class.

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

I have never used model in a face to face class, and I am still bothered that it might help students develop or aquire bad habits. I don't, for example, want to make it easier for them to miss class by having everything we did there on moodle. Also, in the past students were charged a per class fee for moodle. As far as I know that has changed, so I will have to revisit the idea of making some sort of moodle shell for students. I, no doubt, with struggle with just how much is actually helpful versus how much is just enabling...

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

None and 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.**

I make little adjustments all the time, but there was nothing specific this time around.

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

I point out they are what make up the class, but little else.

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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 have always emphasized assumptions in math modeling as it is the assumptions that determine which model we use. That is a hard one for students, so I stress it even more and try to get them to see why they have to pay so much attention to that.