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MTH 65-Beginning Algebra- Pam Morse- 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.

Thirteen students started the term in this course. Of those 13, 9 finished. Two students transferred to higher level courses after the first class and two dropped midway. Of the 9 remaining students, one had assured Student Services that they were going to drop and take the zoom version winter but did not. That student is therefore included in the 9 who finished. Of the 9 who finished, 5 passed with a C or better (55.5%, if the one student who did not drop but told SS they were going to, this percentage would be a 62.5%) The goal of having at least 80% pass was not reached. This was very disappointing.

* Outcome #1

Solve problems involving polynomials

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

88.8%

* Outcome #2

Solve problems involving rational expressions

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

55.5%

* Outcome #3

Communicate results mathematically and in writing

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

88%

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

Those students who did not receive a C or better in the course were not prepared mathematically with the skills necessary to be successful. Of the 4 who did not pass, I am not going to address the one student who failed as this was a student who was to have withdrawn. Of the three students who received a D, one student tried really hard, redoing assignments, going for tutoring etc. This student needed much more time to complete exams and never finished the final. After 2.5 hours this student was not even half-way done. This student did not have the basic skills of being able to work with signed numbers, do fractions, or simple factoring of integers. While calculators are allowed to be used, if the basic skills are not there, the use of a calculator doesn't always help. Students don't recognize when they get incorrect answers. Another student who did not pass, started the class a week into the term and missed quite a few days. This left quite a bit of material for the student to try to make up. Had this student not missed the classes and/or gone for tutoring (from me or anyone), this student could have passed. The last student who did not pass did not turn in work and did little in class. Math is a subject that must be practiced and without any practice it is very difficult to pass. Those students who passed did the work. Those that got A's redid assignments and worked on the skills that would lead to being successful.

*** 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.**

Students did not do the survey. It is difficult to compare their perception to their ability to the actual outcomes. I do know that one student did not understand why they would need to retake the class. They tried, but did not have the skills as mentioned earlier. Of the other two D's, one student gave up on each exam.

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

While students did well (88.8%) on two of the outcomes, this did not mean that they were successful overall. I over all. Being able to communicate mathematically and in writing does not indicate they had correct answers.

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

To be honest, I have no clue how to adjust the class to be more successful. I have given students preclass work to do prior to new material which some did, some did not. I believe that if students had read the material and took notes on things they didn't understand and bring that to class, they would have done better. I believe that at this level (which the state wants to take away) an imbedded aid (terminology?) may help.

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

Since Dev Ed math will be going away, I'm not sure what resources would be needed.

*** 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.**

Since the last time I taught this course, I have added in pre-class work to try and get students to read the textbook. That has worked in higher level courses, but did not work very well in this course. It is difficult to say what adjustments I have made since the last time I assessed this course have had an impact on student achievement. Projects that I have done with other Math 65 students have yielded better results but that may have been because their skills were higher. I am working on creating a boot camp type program using MyOpenMath that may help students in any math class. If we can convince students to do more outside of class, students may be in a better position.

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

I tell students when we learn new material how this relates to real world applications. I explain why what we are doing is necessary. This is not a one and done explanation.

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"

For ILO #1, mathematics students are required to communicate all word problems need to be answered with words. I am constantly telling them that they must communicate answers to me as if I knew no math! ILO #2 is one that is done all the time. Mathematics is a problem solving type course.