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 212- Foundations of Elemetary Mathematics- Annette Byers- Part B- Winter 2025

# \* 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.

All 8 students completed Quiz #5 and Quiz #6 with an 85% or better score. These quizzes included visual problems to complete as well as watching a video and responding to the questions on the video.

All 8 student successfully completed Project 7. Students worked in small groups to discuss their work and findings. They matched data to the appropriate graph and then found other examples that would explain the models. This was one of the assignments students chose as their top three favorite assignments for the course.

The reflective writing assignment #3 was successfully completed by all 8 students. Students discussed their findings in small groups.

### \* Outcome #1

Extend mathematical content knowledge, including: operations involving fractions, decimals, ratio, proportion, percent, integers, and introductory statistics and probability.

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

100

### \* Outcome #2

Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios which focus on fractions, decimals, percent, and statistics.

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

100

### \* Outcome #3

Provide examples of mathematical problems which use fractions, decimals, percent, and statistics that strengthen the ability to reason, reflect, observe and engage more deeply in mathematical thinking.

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

100

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

Consistent attendance was the main factor for success in student achievement. Student participation is highly encouraged in the course. Working in small groups during class and also sharing individual assignments helps keep students engaged.

### \* 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.

Each student was required to assess their own participation for the course and each student had an exit interview for Math 212. During this interview they were able to chose favorite topics, topics that they would like to learn more about, and lessons that need improvement.

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

Yes

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

Improving the reflective writing assignment #3 could help with student understanding

# 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.

I replaced two quiz questions that did not address the outcome effectivity.

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

Because Math 212 is offered to prospective teachers, we talk about how the outcomes for assignments are related to learning the major concepts. We also discuss the purpose of grading rubrics. Students are given the opportunity to question the grading methods of each assignment and correct problems that they did not understand. The most important part of learning the concepts is to be able to explain the information to their classmates via small group work and class presentations.

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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO#3 - I continue to encourage students taking the courses related to education to ask questions about numbers, data, and interpretation of data.