



Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu.

MTH213- Fundamentals of Elementary Math II- Annette Byers-Part B Spring 2026

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 Achievement Data

Five out of six student finished the project. Each one of these 5 students presented their process for making the snowflake using the correct geometric vocabulary83%.

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

83% completed the project with a C or better.
Students will present how they made a snowflake and use the appropriate geometric terms to describe angles and polygons in their snowflake.

Percentage (%) of students who successfully achieved the outcome (C or above) 83

Outcome #2

Students will describe how they chose the specific snowflake to make and communicate what observations they made while making the snowflake.

Percentage (%) of students who successfully achieved the outcome (C or above) 83

Outcome #3

Students will discuss the problems they encountered while making the snowflake. They will also describe how changing the folds and cuts in the process of making the snowflake influenced the shapes in their final product.

Percentage (%) of students who successfully achieved the outcome (C or above) 67

Analysis

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

One student out of 6 did not complete the snowflake. This student struggled with attendance during the term.

One student out of the 6 was unable to present their snowflake to the group and explain the challenges that using geometric vocabulary and concepts they encountered.

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.

This class is comprised of students who are planning to be classroom teachers. By having small group discussions about the learning process, the students were able to share some of the steps that could be improved while doing this project.

The students shared that making a snowflake seemed like an easy project. However, when they had to present their snowflake as a geometry vocabulary project, they expressed the need to add more detailed directions on how to make the snowflake.

One of the reasons for choosing this project for assessment was to encourage students to be able to communicate the directions clearly to their students.

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

Yes. The students who completed the project met the assessment criteria. Attendance was a problem for two of the six students who were unable to complete the project.

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

The instructions will change to have a sample snowflake to show to the group and then a video or in person demonstration of how to make the cuts for the snowflake. I would also like to have the class participate and each student make the presenter's snowflake.

Using the geometry vocabulary will remain the same.

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.

None

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

We discuss the outcomes for the course at the beginning of the term. Because these are prospective teachers, the instructor explains the outcomes that are targeted for specific assignments. Students will add self reflection comments to assignments about what they learned and how they could use the specific projects for their future classrooms.

The class also discusses which grade level the project would be appropriate for.

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: Intercultural Knowledge and Competence. 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 - "Assumptions"

ILO #1

Explaining the steps to the other students in the class was a large portion of the assignment. This is Zoom class, so the instructor encouraged students to practice their presentation before class. As a class we had time to discuss the difficulties presenting the project and how the students could improve their communication skills.