COLUMBIA GORGE COMMUNITY COLLEGE

Monday, March 30, 2026

Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu. MTH111Z-Precalculus I: Functions-Pam Koop-Part B-Winter 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

Nine students started the course and 2 officially dropped. Of the remaining 7, only 6 completed the course with a passing grade. One student decided the night before the final not to take the final and instead opt for an F instead of trying to pass.

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:

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

Percentage (%) of students who successfully achieved the outcome (C or above) 85%

Outcome #2

Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior.

Percentage (%) of students who successfully achieved the outcome (C or above) 85%

Outcome #3

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

Percentage (%) of students who successfully achieved the outcome (C or above) 71%

Analysis

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

This term saw many of the students not do work. Half the class relied on only turning in required reading guides, quizzes and tests. Only 2 students managed to make it to every class and on time. I told students what to expect on the first exam and what part of the first exam would be technology free. They struggled to pass the first part which was just to match function names, equations and graphs. Some still struggled with this by the end of the term. There were only 9 functions to learn (and they came in knowing 4 from previous math courses). It was very frustrating because they did not want to work on being able to identify anything without notes. I spent quite a bit of time showing them how to take notes, how to walk through problems, and how to decide if their solutions made sense. Two students blew off writing the term paper which is 10% of their grade. The term paper brings real life into the mix. Students have to research, analyze, create equations and graphs. It is a culmination of all parts of the course. I spend a great deal of time explaining how this math is used in real life. The exponential unit is nothing by applications. (1/3 of the class!) I think more students would have scored higher if they had not missed on average (those not in perfect attendance) 5 days.

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.

Only 1 student filled out the entire survey. 2 students filled it out partially. Those that filled out the first 3 questions I feel were spot on. What was confusing to me was when the one student said that I somewhat connected this material to real life. More than 50% of the course connects the concepts to real life. The other 50% of the course is how to do the mathematics in order to analyze the 50% applications.

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

86% of the class received a C or better in the course. One student opted to not do a paper and not take the final thereby receiving an F. Only 57% received a B or better. There were only 7 grades. Taking the F out of the equation this still only brought up 2/3rds' of the students getting a B or better. I don't that is truly too awful. Some students decide they are only going to to the minimum and that a C is fine.

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

There are always course adjustments. Students need to understand that math is a journey and that they need to work at it. I need to get them to see me not as the enemy but rather as someone they can come to for more help. Those that come for help usually get an A or B. I think I will have them do more discovery so that they rely less on "just tell me what to do".

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

There is no budget needed - just time on my part to rework some of my lessons.

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 have been teaching this course for 8 years now and I am constantly adjusting how I teach not only the material but how I assess it. The percentages appear to be closely the same from class to class. I can only do so much and many students just want to pass the class since they won't be taking any more math. I can't make a student learn. I can give them the ingredients, explain how to put them together, but they must finish it.

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

I am always explaining to students how the course outcomes are relevant each time we start a new section. I explain why writing is a necessary part of the course and how being able to think logically is a big part of life.

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"

I am constantly fine tuning the questions that students need to think about in the term paper. This helps with ILO#1 and ILO#2.