Course Assessment- Part B: Your Results & Analysis #328

Your Email *	
Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.	MTH 111 - 1092991 - Pam Morse - Fall 2018
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. *	Twenty eight students started the course and 2 officially dropped. Of the remaining 26, 2 stopped coming. That left 24 to finish the course. Of those twenty-four, twenty passed the course with C or better (83.3%) I was hoping for at least 80% to pass the class. It would have been nicer to have everyone pass, however, I can lead them to the material, but they must take ownership. Not all did.
Outcome #1 *	Model non-trivial, real world phenomena using multiple mathematical approaches and to interpret results.
% of students who successfully achieved the outcome (C or above) *	80%
Outcome #2 *	Demonstrate mastery of exponential, logarithmic, polynomial, power, and rational functions.
% of students who successfully achieved the outcome (C or above) *	80%
Outcome #3 *	Communicate results mathematically and in writing.
% of students who successfully achieved the outcome (C or above) *	95%

ANALYSIS

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

When I work problems on the board, I walk through what my thought process is. Students can see/hear how I work a problem. They see how I communicate in writing both in "English" and "Mathematically". I believe that students need to see it done and hear the thought process in order to be able to do it themselves. Just saying here, this is how it is done and never going over it time and time again, will not get them to fully be able to do it. Mathematics is a foreign language that must be demonstrated and practiced. I think my doing this helped students. I also give feed back on all assignments and explain the major mistakes to everyone. I quiz at least once a week which helps students to see what they are lacking. I also demonstrated what I would put in notes so that they have some idea of what good notes might look like. Many students have no clue how to write good math notes. I had a hard time this term getting students to talk and discuss. I could occasionally get them to answer questions but there were no discussions like I was used to in other courses. I don't know if this was due to my first time teaching this course and not really knowing the guiding questions. I know the material, but I didn't know where students would make mistakes and therefore couldn't really dial in the questions. I kept analytics on tests so I know where they faltered and can better prepare students next term. I also was able to see where maybe I didn't quite get material across to them. There was one question on the first test were only 28% got the right answer or any part of the answer. I knew that this was probably some lacking on my part.

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. *

I am extremely disappointed that no student took the opportunity to assess the class. I would have liked feed back since this was my first time teaching the course. I know that there were several students who came to me and said they couldn't understand why they had always gotten A's and now had no clue. I asked them if they were doing the same thing, ie. study groups, really paying attention to notes I gave them on assignments. They admitted they hadn't and that they didn't realize how much more they needed to know for the tests. This course was their first excursion into a college level math class.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	I feel that my students achievement of the outcomes met my expectations. I would have like to have seen more students be successful at a higher level.

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

This coming term I will be using a resource called MyOpenMath. Students will be doing their homework on line where they will get immediate feed back on what they did. They will have opportunities to work many more problems with instant feed back. Many of the problems have videos that they can watch should they need more information. They will also be able to email me directly should they have a question on any problem. I will be able to get analytics on this which will help me. I believe that students who really want to succeed can. I will still be available to my students via text and office hours as I have been. I am also in the process of getting study guides for each section for them to fill out as we go. This will supplement their notes. I also have a better feel for what they didn't know coming into the course. I only had a couple of these students previously. This next term, I will have had at least 50% or more last term in M95 so I have a good idea of their skills.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	I would eventually like to see MyOpenMath be able to be ported into Moodle. Since I am only using this source for homework it isn't really needed at the moment.
8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	I have never assessed this course before and I have never taught this course before. I do believe that I can get a better student outcome from 80% going forward with what I have learned this term. Of course, I can only do so much, students need to be accountable.
9. Describe how you explain information about course outcomes and their relevance to your students.	I talk to the students at the beginning of the term about the outcomes. As we work problems throughout the term I continue to talk about what they should be able to do. I explain why it is necessary to be able to communicate in writing. Many of the skills they learn in my course will probably never be used (mathematically that is). But mathematics isn't just about being good at number crunching. Skills such as thinking and logic and communicating are a big part of life especially out in the corporate world. I use the word corporate here to mean anything that is not a part of academia.
10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes: CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and	I have students write up a report on a set of graphs. They need to organize their thoughts so that their presentation on the material can make sense to those not familiar with the material. Now that I know the course better, I can guide my students better for critical thinking and problem solving. I found it hard this first time through the course to know where every little nuance would be. I'm not sure about cultural awareness.

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).
CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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