Course Assessment- Part B: Your Results & Analysis COMPLETE #631

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.

ABE 80- Pre-College Math 1- Jenette Harrington- Part B- Winter 2024

* 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 #1
Using the T130-XS calculator, apply common math skills to real life problems involving whole and rational numbers.
Outcome #1 – Method of assessment
Test – During approximately the middle of the term, students, while using a calculator, will take a test, composed of 20 written mathematical problems. 70% accuracy
A minimum of 70% of the students tested will receive a score of 70% or better.
55% of the students tested received a score of 70% or better.

Outcome #2
Interpret charts, graphs and data to answer real life mathematical problems.
Outcome #2 – Method of assessment
Project – Students will pose a personal question on which they can collect daily data. At the end of two weeks, data will be graphed and interpreted.
A minimum of 70% of submitted projects will be completed as assigned.
82% of the students submitted the project, completed as assigned.

Outcome #3
Solve measurement and common geometry problems through the use of mathematical procedures including technology.
Outcome #3 – Method of assessment
After completion of a hypothetical room remodel, students will take a test that includes 4 written questions concerning area, perimeter, and volume. – 75% accuracy
A minimum of 70% of the students tested will receive a score of 75% or better.
45% of students received a score of 80% or better. (The quiz had 5 problems.)

* Outcome #1

Outcome #1
Using the T130-XS calculator, apply common math skills to real life problems involving whole and rational numbers.

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

55%

* Outcome #2

Outcome #2
Interpret charts, graphs and data to answer real life mathematical problems.

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

83%

* Outcome #3

Outcome #3
Solve measurement and common geometry problems through the use of mathematical procedures including technology.

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

45%

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

Winter '24 was one of the most unusual math l classes I've had in recent years. While nearly all the students found the material difficult (one attendee had never experienced a math class in his life), a high majority exhibited good student behaviors. One student practiced math over Christmas break, nearly all students contacted me when absent, many, when necessary, followed the class on Moodle. It was an exciting time, yet, because of their low math skills, the whole class moved slowly through the material. We took the "mid-term" on week 9, and, though the percentage of achievement (55%) was low, the previous term was 22% Success on the 2nd outcome (data collection) was quite high simply because I had a high number of students who did the assignment. Low results for the 3rd outcome are completely my fault. There were a high number of absentees that day, and I failed to follow through and request the quiz results. This was in week 10, and it was apparent we were going to have to re-visit geometry the next term.

* 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.

It's apparent that my students' perception of their progress mirrors mine. By looking at the data and reading their comments, I'm able to even more solidify my idea that they needed more work on charts and graphs (#2), which has been easy for previous students. Last week, returning students successfully did a solid review in this area.
(#3) My perception, and existing scores, of students' success with beginning geometry is better than theirs. Either way, we will go deeper into geometry this term.

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

To be honest, my goal for #1 (70%) is different from my experience - which affects my expectation. I'm pleased with their success. They did great on #2, and I failed to follow up on #3, giving a poor score.

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

Over the years, I've continued to slow down the progress of our completion of the course material. Retention needs to be the focus, here, not speed. Most of the success that these students experienced was as a result of their own diligence. Even so, I wonder if the class shouldn't spend more time practicing what they know. Although I daily check students' knowledge against how fast we proceed, I'm going to focus, even more, on trying to balance their competency of covered material with my decision to move on.

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

(No response)

* 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.

N/A

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

I open class by stating the goal of the day, which is also on the screen - "Goal: Using a calculator, apply basic operations to solve multi-step problems." Then I explain what that means, and how that will help them with all the GED-math problems (in this case) and in real life. Retention improves dramatically when my students can make a connection between the classwork and life outside the classroom, so we work on that.

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"

(No response)