# Course Assessment- Part B: Your Results & Analysis

COMPLETE #646

**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 95- Intermediate Algebra- Annette Byers- Part B- Spring 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.**

Seven out of ten students completed Math 95 Spring 2024. Midterm #2 - all seven students completed this assessment. Project 8 - Six out of 7 students completed this graphing assessment. Project 3 - Five out of 7 students completed the story problem assignmnent.

*** Outcome #1**

Formulate and solve problems in one variable using quadratic, rational and radical equations as models.

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

100

*** Outcome #2**

Recognize the connection between graphs and algebra and solve problems both symbolically and graphically

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

86

*** Outcome #3**

Communicate results mathematically and in writing.

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

71

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

Class attendance was the major factor for success in the course. Students who missed class had the opportunity to make up the assignments and view them via Moodle. Having access to the computer program ALEKS helped students who missed class.

*** 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.**

Three students completed the course assessment. Each submission showed that the student improved their skills upon completion of Math 095.

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

Yes. However, there is always room for improvement.

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

Using ALEKS for a limited number of assignments enabled students to practice more problems at home. Class demonstration on how to use the program was the best way for students to feel comfortable using the program. I plan to do more in class projects that can be completed during class time. When students are not in class, they can access ALEKS and do selected homework problems from the textbook. By using these three methods of practice, students will have more than one method to learn the material.

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

ALECKS math program.

*** 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.**

Using more projects that relate to specific math skills has helped students understand the material. At the beginning of the term the class starts with a review section. This is extremely beneficial for students and also allows me to direct students who need to practice their skills to either Moodle or ALEKS.

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

At the beginning of the term we talk about outcomes for the course. For the majority of Math 95 students this course is either their last math course or they may have one more course to complete. Nursing students will take a statistics course. Because this is a terminal course, the outcomes are particularly important to review. For students continuing to Math 111, these outcomes are necessary for success in their next course.

**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"**

ILO #1 - Communication. Students complete a slide show and do a presentation for the class.
ILO #2 - Comparing graphs and class discussion of data from a variety of current sources.
ILO #4 - Explore the history of their topic and how it relates to us.
ILO#5 - Work in progress
ILO#3 - Write their own problems and solve them. Then share the problems with a small group or the class.