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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](mailto:swade@cgcc.edu).

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MTH 65- Beginning Algebra- John Evans- Part B- Fall 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.**

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All three were assessed in the same way, which is what percentage of the class received the grade of C or higher. In this class it was 10/14 (71%). This include one student that stopped coming about 2 weeks before the end of the term, thereby receiving the grade of "F". I did not, however, include another student that came during the first week, and perhaps one day the second week, but never again. There is no choice but to give them a grade, but it also seems silly to include them in any assessment since they were never really in the class.

**\* Outcome #1**

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Solve problems involving polynomials.

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

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71

**\* Outcome #2**

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Solve problems involving radicals.

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

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**\* Outcome #3**

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Communicate results mathematically and in writing.

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

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71

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

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For the three students that took the final but still got a D in the class it is a bit hard to say. At least one of them I know (from his own admission) that he studied very little. The other two missed more than 2 weeks of class spread through out the term, though one person was pretty close to passing right up to the final, which they did poorly on. While I would never say that 71% is great, I am frankly shocked that as many succeeded as did given that I would estimate that every single person in that class would have placed into math 60 if we still taught it. So basically 1/3rd of our time was Math 60 in a nutshell. Also, I worked a very small number of problems then had them work several of each type. I would guess that they worked at least 15 problems in class most days. But also I pointed to approximately 150 to over 200 exercises each day that would help them master the material. Some of them really took it to heart.

**\* 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.**

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Most students went from a 2 to a 3 (before vs after) while a few went from 2 or 3 to a 4. There were 1 or 2 students who claimed to be at the 4 or 5 level at the start, but based on the what I saw I would strongly disagree with their assessment. Also, there were a tiny number of 5's for at the end. Considering the highest percentage grade in the class was around 89, I would again, disagree. Oddly the one they all seemed to rate their understanding of the highest was outcome #3 relating to communication. Ummm .... no.

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

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Obviously 80% did not finish the course with a C or better. Was it a failure? That is a tricky question. We are probably lucky this many made it given their lack of foundations for this class.

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

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I doubt we could do much better in this case, and I did make a huge adjustment after the first day of class that helped a lot. This is going to be an ongoing issue, especially for math 95 after we also remove math 65 from our offerings. And in the future when 30 and 40 somethings return to the classroom, it will be much more of a challenge. Getting more students that are not interested in STEM into Math 98 and out of Math 95 will probably increase the success rate in Math 95, but it isn't in anyway whatsoever address underrepresentation by certain groups in STEM fields.

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

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I would recommend bringing back Math 60 and keeping Math 65, but that boat is long gone. Also, it would be totally unfair to say that model worked perfectly - as it too is fraught with serious issues.

**\* 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.**

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If I did assess this class before it was so long ago that there would be no way to remember (very likely more than 10 years ago.) I have taught math 65 many dozens of times - just not recently.

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

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I show them to them, and remind them that their grade is based on those. Beyond that I do little to nothing, since after all, it is up to the student to decide if those outcomes are relevant to them or not.

**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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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I would love to have a long list here, but the truth is we spent 100% of our time trying to reach a level where students would stand a reasonable chance of passing Math 95 (or what ever math class they decide to take in the future.)