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MTH 95- Intermediate Algebra- Pam Koop- 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.**

This course finished with a class size of 11. All 11 students passed the class. It was roughly 1/3 (4) of the class with C, a 1/3 with B (4) and a 1/3 with A (3). Of the 11, 5 took the lab class. The student grades for the 5 that took the lab - 1 A, 3 B, 1 C

*** Outcome #1**

Formulate and solve problems in one variable using quadratic, rational and radical equations as models. Only a couple of students actually filled out the survey. Of those that filled out the survey they felt they were either beginning or proficient. By the end of the course those marks had moved to proficient or expert.

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

100

*** Outcome #2**

Formulate and solve problems in one or more variables using linear models. At the beginning of there term these students felt they were either beginning or developing and by the end of the course felt like they were experts.

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

100

*** Outcome #3**

Communicate results mathematically and in writing. Again, students went from beginning or developing to feeling like experts. One student wrote that they felt more comfortable explaining what they were doing.

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

100

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

This term I did not use a textbook for the class. I provided plenty of handouts and worksheets for students. Notes after each were provided in the Moodle shell for students. Classroom activities were not just working problems in their seats but had students trying to figure out answers to get out of a maze, a locked room, or a I have, Who has. Students had to learn to work together to solve problems. Listening to them explain how to do problems or try to figure out how to do the work seemed to really boost their confidence. I also believe that students who took the corequisite lab class did better than if they had not taken it. When I work a problem on the board, I show students what my thoughts are as I do them. I also show students multiple ways to go about solving problems. I allow my students to solve problems as they see the way to solve them. I don't force them during quizzes or exams to use a specific method. I believe this allows them to gain confidence and actually "play" around with mathematics.

*** 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.**

All of the students who took the survey saw growth. I tell them every chance I get that they are capable of doing mathematics. That pencils have erasers for a reason, that I was not the best when I was in college and needed help in mathematics. I tell them that if they are doing math, they are mathematicians. They saw that I too could struggle in what they thought I was good at. Students need to see that we instructors are human too.

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

I am proud of all my students this term. They worked hard and when given the chance to redo work for a better grade, most of them did!

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

I think I will look for more "fun" activities. Students don't always realize that they are indeed learning. I don't believe that not using a book was a hinderance.

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

I just need to spend some time "looking" for activities on the internet. Teachers Pay Teachers has a lot of cool materials.

*** 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 continued with some experience first, formulate later. I didn't have students read a textbook, so the mathematical language didn't put them off.

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

I go over outcomes at the beginning of the term and as we cover material that might seem like a stepping stone to the end result. I'll say, this is why...

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"

This course doesn't have ILO's attached to it, however, I have my students communicate in writing on every assignment.