Assessment: Course Four Column

Courses (MATH) - Math

MATH 095 Owens:Elementary Algebra

Course Outcomes	*Assessment Measures*	*Results*	*Actions*
Identify, set up, and solve a variety of applied problems using algebraic techniques - Identify, set up, and solve a variety of applied problems using algebraic techniques **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 10/25/2017	**Exam -** Final Exam #7 Story problem leading to quadratic #15 Mixture problem **Criterion:** NA	**Reporting Period:** 2016-2017 **Criterion Met:** N/A #7 85% answered correctly #15 12% answered correctly (10/25/2017)	**Action:** See follow up at the bottom. (10/25/2017)
Add, subtract, multiply, divide, and factor polynomials - Add, subtract, multiply, divide, and factor polynomials **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 10/25/2017	**Exam -** Final Exam #1 Factor by grouping #2 GCF and trinomial factoring #3 Trinomial factoring #4 Perfect square trinomial factoring #5 Sum/difference of cubes factoring #10 Difference of squares #12 Synthetic division **Criterion:** NA	**Reporting Period:** 2016-2017 **Criterion Met:** N/A #1 85% answered correctly #2 73% answered correctly #3 81% answered correctly #4 73% answered correctly #5 42% answered correctly #10 88% answered correctly #12 46% answered correctly (10/25/2017)	
Graph and solve linear equations and inequalities - Graph and solve linear equations and inequalities **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 10/25/2017	**Exam -** Final Exam #11 System of linear equations #13 Graph: linear equation #14 Solving linear inequality **Criterion:** NA	**Reporting Period:** 2016-2017 **Criterion Met:** N/A #11 41% answered correctly #13 58% answered correctly #14 41% answered correctly (10/25/2017)	
Graph and solve quadratic equations by various methods, including by the quadratic formula - Graph and solve	**Assignment - Written -** #6 Solve quadratic equations by factoring #8 Solve quadratic equations by	**Reporting Period:** 2016-2017 **Criterion Met:** N/A	**Action:** Grade Distribution Total number of students: 28

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quadratic equations by various methods, including by the quadratic formula. **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 10/25/2017	using the quadratic formula #9 Solve equations in quadratic form **Criterion:** NA	#6 65% answered correctly #8 81% answered correctly #9 27% answered correctly (10/25/2017)	Grade Number of Students Percentage A 2 7.1% B 10 35.7% C 9 32.1% D 2 7.1% F 5 17.9% Here is the same information for the 8-week course I completed this spring. Final Exam class average: 46.1% Grade Distribution: Total number of students 19 Grade Number of Students Percentage A 1 5.2% B 7 36.8% C 4 21.1% D 2 10.5% F 5 26.3% Concerns 1. The number of 'F' grades. In the fall semester, I gave twice the number of tests. Thinking that was too many exams, I cut the exams in the spring course to two: a midterm and a final. ACTION: In case the higher percentage of 'F' grades is due to the higher weight of exams, I will increase the number of quizzes to provide students with more feedback from lower-risk assessments than exams. This will strike the middle ground between 4 exams versus 2.

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			2. Poor performance on exams Many students, especially high school students, seemed unprepared for the level of work. ACTION: I will redouble my efforts to send out information to students prior to and during the first week of class. I did this both last fall and this spring, but I sense some students still hold a belief in their ability to be successful. ACTION: Provide more lower-risk assessments like weekly take-home quizzes so students can receive increased feedback from me. Incorporate a lecture on study skills (after students have had an assessment early in the semester). (10/25/2017)