

Assessment: Course Four Column



Courses (MATH) - Math

MATH 091:Basic Mathematics

Course Outcomes	Assessment Measures	Results	Actions
<p>Perform addition, subtraction, multiplication and division - Perform addition, subtraction, multiplication, and division with whole numbers, fractions, mixed numbers, signed numbers, decimals, and percentages.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 06/20/2016</p>	<p>Exam - Ch 1 & 2 Exam, Ch 3 & 4 Exam, Ch 5 & 6 Exam, Ch 7 & 8 Exam</p> <p>Criterion: NA</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: N/A</p> <p>Ch 1 & 2 Exam average 80%</p> <p>Ch. 3 & 4 Exam average 72%</p> <p>Ch 5 & 6 Exam average 79%</p> <p>Ch 7 & 8 Exam average 79% (06/20/2016)</p>	<p>Action: Students had more trouble with fractions (the Chapters 3 & 4 Exam). I will spend more time in class on fractions and conduct more informal assessments. Also, I will work problems from the homework management system ALEKS. I will do this beginning with chapter one. Even by the second exam students are still having some difficulty maneuvering within ALEKS. (06/20/2016)</p>
<p>Algebraic expressions and formulas - Write, evaluate, and simplify algebraic expressions and formulas.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 06/20/2016</p>	<p>Exam - Ch 1 & 2 Exam #2, 3,17,19 Ch 3 & 4 Exam #11-13,18,19 Ch 5 & 6 Exam #18 Ch 10 Exam</p> <p>Criterion: For this and all of the following outcomes, success is students earning full credit on problems.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: N/A</p> <p>Ch 1 & 2 Exam Ch. 5 & 6 Exam #2 88% successful. #18 50% successful</p> <p>#3 56% successful.</p> <p>#17 100% successful. Ch 10 Exam</p> <p>#19 75% successful</p> <p>Ch 3 & 4 Exam #11 50% successful. #12 88% successful. #13 31% successful. #18 50% successful. #19 62% successful. (06/20/2016)</p>	<p>Action: From the Chapters 1 & 2 Exam, I can see students had more trouble with problems involving signed numbers then whole numbers. And again, on the Chapters 3 & 4 Exam, students have difficulty performing any operation with fractions. From the Ch 5 & 6 Exam, I can see students did not have trouble solving an equation, but they had difficulty with just performing operations with decimals. Again, I will add in more examples, more discussion, and more informal assessments for each of these areas.</p>

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<p>Solve proportions for an unknown - Solve proportions for an unknown, including proportions involving decimals and fractions. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 06/20/2016</p>	<p>Exam - Ch 5 & 6 Exam #3, #6, #7,#11, #13, #19, #20 Criterion: Success is students earning full credit on problems.</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A #3 93% successful. #6 57% successful. #7 86% successful. #11 86% successful. #13 79% successful. #19 50% successful. #20 71% successful. (06/20/2016)</p>	<p>Action: Students typically understood how to solve proportions, but again had specific problems with proportions involving fractions or decimals. More examples and practice. (06/20/2016)</p>
<p>English and metric systems of measurement - Convert between units in the English and metric systems of measurement and between units within each system. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 06/20/2016</p>	<p>Exam - Ch 7 & 8 Exam #14,19 Criterion: Success is students earning full credit on problems.</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A #14 100% successful. #19 67% successful. (06/20/2016)</p>	
<p>Basic geometric figures - Find the perimeter, area, and volume of a variety of basic geometric figures as well as classify lines, angles, and triangles. Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 06/20/2016</p>	<p>Exam - Ch 7 & 8 #9, 12, 15, Criterion: Success is students earning full credit on problems.</p>	<p>Reporting Period: 2015-2016 Criterion Met: N/A #9 92% successful. #12 75% successful. #15 33% successful. (06/20/2016)</p>	<p>Action: Practice more problems finding area when one figure is inscribed in another. (06/20/2016) Follow-Up: This was a challenging course to teach. Students understand the process of basic arithmetic operations, especially addition, subtraction, and multiplication. However, when they have trouble, it is typically because they have not fully memorized the multiplication table which then affects their ability to do division. The frustration here is that adult students tend not to want to work on the multiplication tables so there feels very little I can actually do to assist their mastery</p>

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of basic arithmetic operations. When I attempted to focus on some basic skills, the boredom from other students becomes like a physical course in the class. The class worked more smoothly when we had more complicated skills to master. In this course, there were a chunk of students in various CTE programs. This group of students had more absenteeism, more distracting behaviors, more late work, and performed lower than the other students. After all of these years of teaching, I still have little success in helping these students stay interested and motivated. This was very disappointing. (06/20/2016)