

Assessment: Course Four Column



Courses (MATH) - Math

MATH 123:Stat/Geomtl Cpt Elem Tchr

Course Outcomes	Assessment Measures	Results	Actions
<p>Analyze situations where probability is involved - Analyze situations where probability is involved</p> <p>Find measures of central tendency and variation, understanding their similarities and distinctions</p> <p>Perform statistical measurements and explain their meaning</p> <p>Create and use appropriate graphical representations of statistical data</p> <p>Demonstrate a deeper understanding of how statistics may be used</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 09/27/2016</p>	<p>Exam - Test #1</p> <p>Test #2</p> <p>Used class tests averages</p> <p>Final Exam</p> <p>#11</p> <p>#12</p> <p>#13</p> <p>#14</p> <p>#15</p> <p>#21</p> <p>#22</p> <p>#23</p> <p>#24</p> <p>#25</p> <p>Criterion: For all outcomes, success is students earning full credit on problems. Final exam average.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>Test #1--73.45%</p> <p>Test #2--73.52%</p> <p>Final Exam—87.93%</p> <p>#11 100% successful</p> <p>#12 80% successful</p> <p>#13 100% successful</p> <p>#14 100% successful</p> <p>#15 80% successful</p> <p>#21 100% successful</p> <p>#22 90% successful</p> <p>#23 70% successful</p> <p>#24 100% successful</p> <p>#25 80% successful (09/28/2016)</p>	<p>Action: All of these success rates are at least above the average of 70% as I expected. However, I would like to make certain changes next time I teach this class (see notes below). (09/28/2016)</p>
<p>Prove geometric results involving parallel lines and congruence - Prove geometric results involving parallel lines and congruence</p> <p>Recognize and give examples of different classes of curves</p> <p>Demonstrate a familiarity with the triangle and quadrilateral polygons</p> <p>Work successfully with polyhedra, including prisms and pyramids,</p>	<p>Exam - Test #3</p> <p>Test #4</p> <p>Used class tests averages</p> <p>Final Exam</p> <p>#16</p> <p>#17</p> <p>#18</p> <p>#19</p> <p>#20</p> <p>#26</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: Yes</p> <p>Test #3—74.4%</p> <p>Test #4—94.3%</p> <p>Final Exam—87.93%</p> <p>#16 90% successful</p> <p>#17 50% successful</p> <p>#18 90% successful</p> <p>#19 100% successful</p> <p>#20 70% successful</p>	<p>Action: All of these success rates are at least above the average of 70%, except items #17 and #30. The #17 and #30 required students to use geometry facts/theorems to prove validity of statements or solve problems relating to angles and polygons. I will explain these facts better and/or do few more examples. (09/28/2016)</p>

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
cylinders, cones, and spheres	#27	#26 100% successful	
Draw geometric objects with specified properties, including two-dimensional	#28	#27 80% successful	
Representations of three-dimensional Objects	#29	#28 70% successful	
Use networks to solve problems	#30	#29 90% successful	
	Criterion: Success is students earning full credit on problems. Final exam average.	#30 50% successful (09/28/2016)	
Course Outcome Status: Active			
Next Assessment: 2020-2021			
Start Date: 09/27/2016			

Examine objects for symmetries -	Exam - Test #5	Reporting Period: 2015-2016	Action: All of these success rates are at least above the average of 70%, except item #5. The #5 required students to find surface areas of solids. I will give more examples to solidify this concept. (09/28/2016)
Examine objects for symmetries	Test #6	Criterion Met: Yes	
Make classical constructions using a straightedge and compass	Used class tests averages	Test #5—82.81%	
Create arguments using geometric ideas and relationships, including similarity and the Pythagorean Theorem	Final Exam	Test #6—84.4%	
Apply geometry and its principles to areas outside of mathematics	#1	Final Exam—87.93%	
	#2	#1 80% successful	
	#3	#2 90% successful	
	#4	#3 90% successful	
	#5	#4 80% successful	
	#6	#5 50% successful	
	#7	#6 70% successful	
	#8	#7 80% successful	
	#9	#8 80% successful	
	#10	#9 100% successful	
	Criterion: Success is students earning full credit on problems. Final exam average.	#10 80% successful (09/28/2016)	
			Follow-Up: This was my first time of teaching this class ever. I had to cancel the first day of class because of technical issues. This put me a section behind already but I managed to get back on schedule eventually. I had to change grade weights/points, category, and due dates during third week of class because students wanted to have homework included in their grade and to have due dates on Sundays instead of on Wednesdays/Fridays as originally planned. As semester progressed, I was sometimes at least one section behind schedule because I spent more time on chapter 9 (on simulations) than expected. After spring break I informally asked student evaluate the class on “most favorite”, “least favorite”,

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			<p>and “what to change” headings. Based on students’ feedback, I will make the following changes:</p> <ol style="list-style-type: none"> 1. I will try to stick to due dates. There were too many extensions on assignments. 2. Discussion: This will still be part of professionalism grade and will count as class participation. There may be both in-class and online discussion; students were not so enthused about online discussion when the class is a live class. 3. Tests/Quizzes: I will develop my own quizzes and tests rather than using entirely Mymathlab test bank questions. These will have both open-response and multiple-choice questions so that students can show their work. This will help me to see how they understand the concept rather than guessing answers. Some students thought there were too many tests and quizzes. I will combine two chapter tests into one. This will reduce the number of tests (excluding final exam) to three instead of six. I guess students at GBC are used to less number of tests. 4. I will make GBC policy on attendance available as I did this semester right from first day of class so that students do not think I thread them to drop them from class. I guess students were not so familiar with this policy or it has not been emphasized in their previous classes. However, I will continue to work with students

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for missing class due to one reason or the other.

5. Dropping lowest scores: I will include this in my syllabus. I decided in the middle of the semester to drop 3 homework, 2 quiz, and 1 test lowest scores since there too many of them to boost students grades. This may be a surprise to some students.

General Comment:

One student at Elko was so disrespectful to me. I do not know why. The student behavior was reported to the department chair, director at Winnemucca Center, and VP for student affairs and got resolved. The student wrote an apology to me. This was my first time to have students being such rude and disrespectful. Because of this I was constantly tensed up in class each day and sometimes struggled to even get my thoughts together. Sometimes, I felt like I was teaching in a hostile environment. However, I am grateful for the support I received from colleagues at both Winnemucca and Elko and without their support I would not have survived through this semester. In my opinion, the class was general taught well and, of course, there is always room for improvement. I am ready to make necessary changes to make the class better next time I teach it.

(09/28/2016)