Assessment: Course Four Column

Courses (MATH) - Math

MATH 123:Stat/Geomtl Cpt Elem Tchr

Course Outcomes	Assessment Measures	Results	Actions
Analyze situations where probability is involved - Analyze situations where probability is involved Find measures of central tendency and variation, understanding their similarities and distinctions Perform statistical measurements and explain their meaning Create and use appropriate graphical representations of statistical data Demonstrate a deeper understanding of how statistics may be used **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 09/27/2016	**Exam -** Midterm Exam #1 **Criterion:** Scoring 70% or higher on exam. The exam covered chapters 9 and 10 of the text book	**Reporting Period:** 2016-2017 **Criterion Met:** Yes The exam average was 86.33%, with 100% of the students scoring 70% of higher. Six of out 21 students scored 90% or higher. (10/23/2017)	**Action:** No action necessarily needed but there is always room for improvement. The last time I taught this course in Spring of 2016, students were confused on simulations, which I attributed to my lack of explaining the concept well. This semester, I did a very good job explaining this concept and related to every day life and about 16 out of 21 students answered question #6 correctly. I will do more to relate this concept to real-life situations. (10/23/2017)
Prove geometric results involving parallel lines and congruence - Prove geometric results involving parallel lines and congruence Recognize and give examples of different classes of curves Demonstrate a familiarity with the triangle and quadrilateral polygons Work successfully with polyhedra, including prisms and pyramids, cylinders, cones, and spheres Draw geometric objects with	**Exam -** Midterm Exam #2 **Criterion:** Scoring 70% or higher on exam. The exam covered chapters 9 and 10 of the textbook.	**Reporting Period:** 2016-2017 **Criterion Met:** Yes The exam average was 91.48%, with 100% of the students scoring 70% of higher. Eleven out of 21 students scored 90% or above. (10/23/2017)	**Action:** No action needed, however, few students had some difficulty on item #24 on exam. Question #24 required students to decide whether two given right triangles were similar or not with indicated sides. Students were confused on which sides of the triangles were corresponding sides. I will explain this concept better next time I teach this course.

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specified properties, including two-dimensional Representations of three-dimensional Objects Use networks to solve problems **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 09/27/2016			To my surprise, almost every student did very well on the geometric proofs. It seemed that students who hated geometry and proofs before this class were actually not afraid any more. I will keep using the same methods of teaching styles with manipulatives. (10/23/2017)
Examine objects for symmetries - Examine objects for symmetries Make classical constructions using a straightedge and compass Create arguments using geometric ideas and relationships, including similarity and the Pythagorean Theorem Apply geometry and its principles to areas outside of mathematics **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 09/27/2016	**Exam -** Final Exam **Criterion:** Scoring 70% or higher on exam. The exam covered chapters 9 and 10 of the text book	**Reporting Period:** 2016-2017 **Criterion Met:** Yes The exam average was 88.43%, with 100% of the students scoring 70% of higher. Six out of 14 students scored 90% or above (see notes for the explanation at why total number of students was 14, instead of 21) (10/23/2017)	**Action:** No action needed, however, few students had some difficulty on item #24 on exam. Question #24 required students to decide whether two given right triangles were similar or not with indicated sides. Students were confused on which sides of the triangles were corresponding sides. I will explain this concept better next time I teach this course. To my surprise, almost every student did very well on the geometric proofs. It seemed that students who hated geometry and proofs were actually not afraid any more. I will keep using the same methods of teaching styles with manipulatives. (10/23/2017) **Follow-Up:** This was my second time of teaching this class. This time I was more focused on the goal of this course. The goal was to respond to the question “Why we do mathematics?” rather than how. Still some students thought I should include “how we teach math to students?” forgotten that they have method course to take in the future. I feel very confident

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			now than the last time I taught the same class. I stayed on schedule and explained concepts better than the last time. Students were very enthusiastic, engaging, and ready to learn. They were very respectful and did give me very good feedback about the class whenever asked. What was done differently? Assignments were due on Mondays; homework and online quizzes. I also gave take-home quizzes each week, except week 16, which was the finals week. Further, I included Project Work in the assignment requirements, which constituted 5% of students' grade. The Project Work required students to, either, apply Pythagorean Theorem to real-life situation, draw tessellation or find centroid of a triangle using construction. Students loved this project! Exams: There were two midterms and a final. Each exam covered two chapters. Students could earn extra 12 points that were added to their midterm #2 scores if they completed extra credit assignment on geometric proofs. This contributed to a higher midterm #2 class average. Some students did not take the final exam if they had received a 94% or higher going into the final exam (see syllabus for details). This explained why fewer students took the final exam. Exit Survey: I asked students to

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			respond to three questions in exit survey; 1) What was your most favorite part(s) in this class? 2) Did the class meet your expectations?, and 3(Do you feel you are more confident in doing math now than before this class? The responses were outstanding. (10/23/2017)