

# Assessment: Course Four Column



## Courses (MATH) - Math

### MATH 126 DU:PreCalculus I

Course Outcomes	Assessment Measures	Results	Actions																		
<p><b>Solve and graph quadratic functions</b> - Solve and graph quadratic functions  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2022-2023</p>	<p><b>Assignment - Written</b> - Assignment 5  <b>Criterion:</b> 75% students above 60%</p>	<p><b>Reporting Period:</b> 2017-2018  <b>Criterion Met:</b> Yes                      Mean: 94.3% Median: 95.5% STD: 0.104                      100% students are above 60%                      94.1% complete the assessment, 1 student not                      The mean approximately equals the median. The distribution looks normal. (01/15/2019)</p>	<p><b>Action:</b> The standard deviation is 0.104. It tells students' comprehension is quite consistent. 100% students are above 60%. It tells students understand this part of the contents well. Gook work should be kept. (01/15/2019)</p>																		
<p><b>Rational function properties and the graphs</b> - Rational function properties and the graphs  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2022-2023</p>	<p><b>Assignment - Written</b> - Assignment 15  <b>Criterion:</b> 75% students above 60%</p>	<p><b>Reporting Period:</b> 2017-2018  <b>Criterion Met:</b> Yes                      Mean: 93.75% Median: 93.75%, STD:0.133                      94.1% students are above 60%.                      All students completed the assessment.                      The median equals the mean. The distribution is a normal distribution. (01/15/2019)</p>	<p><b>Action:</b> The normal distribution of student scores tells me the difficult level of the assignment may be fair. With the mean value of scores being 93.75%, it satisfies me. I shall keep working hard to promote the student's comprehension level in this difficult content for students. (01/15/2019)</p> <p><b>Follow-Up:</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>A</td><td>8</td></tr> <tr><td>A-</td><td>3</td></tr> <tr><td>B+</td><td>2</td></tr> <tr><td>B</td><td>1</td></tr> <tr><td>B-</td><td>0</td></tr> <tr><td>C+</td><td>2</td></tr> <tr><td>C</td><td>1</td></tr> <tr><td>F</td><td>0</td></tr> </tbody> </table>	Grade	Frequency	A	8	A-	3	B+	2	B	1	B-	0	C+	2	C	1	F	0
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W 0  
Total 17

Out of 17 students, no students get F and W. All 17 students has passed the class. The retention rate and the completion rate is 100%. Comparing to my online class of math 126 in the same semester, more students in the live class get high grades. I think the live class is better than my online class to improve student's comprehension. In the semester, my e-text is put into use in the live class. The text contains animations and video explanations. Students may watch videos if they missed any details in the live class. Probably that is a convenient way for students to catch up if they feel behind. One student wrote in the class evaluation "Thank you, I did well in this class and normally I struggle with math."  
(01/15/2019)