

# Assessment: Course Four Column



## Courses (MATH) - Math

### MATH 122:Num Concept for Elem Tchr

Course Outcomes	Assessment Measures	Results	Actions
<p><b>Inductive and deductive reasoning to solve problems</b> - Use inductive and deductive reasoning to solve problems.</p> <p>Perform basic calculations in a variety of number systems.                      Make correct use of set notation and operations.                      Explain a familiarity with other concepts, such as modular arithmetic and alternate techniques of calculating with the basic operations</p> <p><b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2022-2023</p>	<p><b>Exam</b> - Midterm Exam #1  <b>Criterion:</b> Scoring 70% or higher on exam. The exam was in-class exam and covered chapters 1-3 of textbook</p>	<p><b>Reporting Period:</b> 2017-2018  <b>Criterion Met:</b> Yes                      The exam average was 81% with 91% (21/23) of the students scoring 70% or higher. 8 of them scored 90% or higher. (01/14/2019)</p>	<p><b>Action:</b> No action plan needed. I will use the same methods of instruction</p> <p>However, some students had difficulty on items #8 and #11. Both items assessed understanding of solving three-set problems. Ten and thirteen students had item #8 and #13 wrong, respectively. Perhaps, I went through this material quicker than I wanted to. I will slow down and explain set notations and two- and three-set problems—practice with more examples in class. (01/14/2019)</p>
<p><b>Composite numbers from prime numbers</b> - Develop composite numbers from prime numbers.  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2022-2023</p>	<p><b>Exam</b> - Midterm #2 exam                      Items #: 8, 11, 12  <b>Criterion:</b> Scoring 70% or higher on exam. The exam was a take-home exam and covered chapters 4-6 of textbook</p>	<p><b>Reporting Period:</b> 2017-2018  <b>Criterion Met:</b> Yes                      Midterm #2—The average was 95% with 96% (22/23) of the students scoring 70% or higher. Twenty students scored 90% or higher.                      #8: 100% successful                      #11: 96% successful                      #12: 96% successful (01/14/2019)</p>	<p><b>Action:</b> No action needed. I will keep using the same methods of instruction. (01/14/2019)</p>
<p><b>Applied problems using a variety of</b></p>	<p><b>Exam</b> - Midterm #2</p>	<p><b>Reporting Period:</b> 2017-2018</p>	<p><b>Action:</b> No action needed. I will</p>

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<p><b>techniques</b> - Solve applied problems using a variety of techniques</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2022-2023</p>	<p>Items: 5, 9, 10, 23</p> <p><b>Criterion:</b> Scoring 70% or higher on exam. The exam was a take-home exam and covered chapters 4 &amp; 6 of textbook</p>	<p><b>Criterion Met:</b> Yes</p> <p>Midterm #2—The average was 95% with 96% (22/23) of the students scoring 70% or higher. Twenty students scored 90% or higher.</p> <p>#5: 74% successful</p> <p>#9: 100% successful</p> <p>#10: 96% successful</p> <p>#23: 87% successful (01/14/2019)</p>	<p>keep using the same methods of instruction</p> <p>It seemed few students (6 of them) had difficulty in applying concept of dividing decimals. I will require students to practice more of this concept whereas the methods of instruction remain unchanged. (01/14/2019)</p>
<p><b>Development of the integers, rational numbers, and real numbers</b> - Understand and explain clearly the development of the integers, rational numbers, and real numbers.</p> <p>Demonstrate a deeper understanding of basic mathematical operations and fundamental properties of real numbers</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2022-2023</p>	<p><b>Exam</b> - Final Exam Items</p> <p><b>Criterion:</b> Scoring 70% or higher on exam.</p> <p>The final exam was an in-class exam and covered chapters 7 &amp; 8 of textbook</p>	<p><b>Reporting Period:</b> 2017-2018</p> <p><b>Criterion Met:</b> Yes</p> <p>The average was 85% with 82% (22/23) of the students scoring 70% or higher. Four out of 11 students scored 90% or higher (01/14/2019)</p>	<p><b>Action:</b> No action needed. I will keep using the same methods of instruction</p> <p>I realized very few students had difficulty on items #4 and #10. However, some students had difficulty on items #4 and #10. Item #4 asked students to determine whether a rational number can be written as a terminating decimal and explain why. Item #10 was on compound interest. assessed understanding of solving three-set problems. I will do few more examples in class to demonstrate these concepts next time I teach this class. (01/14/2019)</p> <p><b>Follow-Up:</b> This was my second time of teaching this course. I will say I am more confident teaching this class. Students are getting used to my style of teaching now than when I started teaching at GBC in spring of 2016.</p> <p>What was done differently?</p> <p>Since these class is delivered via IAV, my challenge has always</p>

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			<p>been to make the class a bit more hands on. It seems very difficult (if not almost impossible) for students to use manipulatives in class. I do demonstrate them in class, but it is not the same as doing it yourself. I will result to using online tools such as applets and allow using students to bring their laptops in class. (01/14/2019)</p>