

# 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> 2023-2024</p>	<p><b>Assignment - Written -</b> Assignment 5  <b>Criterion:</b> 75% students above 60%</p>	<p><b>Reporting Period:</b> 2018-2019  <b>Criterion Met:</b> Yes                      Mean: 91.1% Median: 95.52% STD: 0.121                      93.75% students are above 60%                      94.7.% complete the assessment, 1 student not (09/17/2019)</p>	<p><b>Action:</b> The small standard deviation is 0.121 tells me that student' comprehension might be consistent. 93.75% students are above 60%. It tells students understand this part of the contents well. Gook work should be kept. (09/17/2019)</p>																
<p><b>Remainder Theorem and Factor theorem -</b> Remainder Theorem and Factor theorem  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2023-2024</p>	<p><b>Assignment - Written -</b> Assignment 12  <b>Criterion:</b> 75% students above 60%</p>	<p><b>Reporting Period:</b> 2018-2019  <b>Criterion Met:</b> Yes                      Mean: 91.3% Median: 94.4%, STD: 0.098                      100% students are above 60% who did assignment 12.                      84.2% complete the assessment. 3 students not (09/17/2019)</p>	<p><b>Action:</b> Remainder theorem and factor theorem are hard contents for students to understand. The small stand deviation also tells me that student's comprehension is consistent. I am glad that students can get such a good score. I shall keep the good work. (09/17/2019)  <b>Follow-Up:</b> Grade Distribution</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Frequency</th> </tr> </thead> <tbody> <tr><td>A</td><td>11</td></tr> <tr><td>A-</td><td>1</td></tr> <tr><td>B+</td><td>3</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>B-</td><td>1</td></tr> <tr><td>C+</td><td>0</td></tr> <tr><td>C</td><td>1</td></tr> </tbody> </table>	Grade	Frequency	A	11	A-	1	B+	3	B	0	B-	1	C+	0	C	1
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<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
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F	2
W	2
Total	21

Out of 21 students, 17 students have passed the class with C or above. Two students withdraw. Two students get F. These two students who get F actually stopped attending the class at week 4 and 7 respectively. It appears to me they had actually withdrawn. Among 19 students who get grade, 89.5% passed the class with C or above. The distribution is skewed. Many students have got a good grade. In the semester, my e-text with animations and video is used. When students missed any details in the class, students may have a convenient way to watch video with animation to catch up. Probably this is one of the reason that more students can get a good grade. The students rate the course as a good course with 4.4 points. The students rate the class instructor as a good instructor with point 4.5. I am very encouraged by the student's rating. In the student evaluation, I find students appreciate my work. (09/17/2019)