Assessment Data is from what semester? Spring 2014

Faculty Name(s): Steve Bitzer

1. Course Name and Number:
Math 159 Statistics

2. All Course SLOs from the Course Outline of Record:
1. Understand statistical concepts and vocabulary.
2. Analyze sample data to make appropriate decisions about the population(s).
3. Use technology for statistical analysis.

3. Specific Course SLO(s) assessed as part of this project:
1. Understand statistical concepts and vocabulary.

4. Is this course on GE Plan A? Yes, Area IV Language and Rationality

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
Each test this semester was broken down into categories. My tests are cumulative throughout the semester so I was able to see if students improved in each category as the semester continued. My data supported the obvious theory that the more time a student spent studying a certain subject the better they would perform. I start with the hardest subject in Statistics at the beginning of the semester so the students have the entire semester to study and master the hardest and most important subject of the class. My data suggest this is working very well.

6. Results and analysis of the data. (Attach any related documents at end of form.)
I dropped the mandatory 65% mark on the quiz in order to take the test this semester. The average test scores were definitely lower at the beginning since the non-motivated students were not forced to study in order to take the test. This resulted in a higher drop-out rate since these students performed badly on the tests and dropped the course. I am conflicted on this policy since one, I don’t know if it is legal to do, second, I have heard from past students that this policy causes a lot of stress.

7. What are you going to do based on the results of the data? (Any planned revisions?)
Next semester I am making students take four quizzes before they take the test. There is no mandatory grade but I am increasing the study time by making them do 4 quizzes. I have read that the situation of taking a quiz/test even if you do bad has a strong positive impact on learning. They have done studies where some students had to take tests and others studied to prepare for a test. The students taking the tests to prepare did better than the students studying in the regular mode. So I am trying to implement this idea by having my students take 4 quizzes before each test as a way to prepare for the test.
Finally, I will also be making the theory homework, quizzes, and tests have more weight toward their final grade. The students struggled with the theory portion of the class. I believe giving this
material more grade weight will motivate the students to spend more time learning the theory of
statistics.
In all, I am very pleased with the level of mastery my students have in the field of statistics. The
cumulative nature of the course is very demanding, but the students do reap the benefits in the
end.

Please save your finished document in the following format. (Date should be for the
semester in which data was collected; same date should be listed at top of this form.)

 yyyysemester-sloa-coursenumber.doc
 example: 2014spring-sloa-engl101c.doc