

Course Summary Report

Year: Period:
 Department: Discip: Course:
 Tools

Course SLOs

#	SLO Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Graphical Literacy: Identify and sketch the graphs of polynomial, rational, exponential, and logarithmic functions as well as graphs of the conic sections. Terms: 2022FA, 2023FA, 2023SM, 2023SP, 2024FA, 2024SM, 2024SP, 2025SM, 2025SP	189	106	179	425	604	67.19%
2	Application of Methods: Apply the appropriate techniques for solving exponential, logarithmic, and algebraic equations with regard to the course outline. Terms: 2022FA, 2023FA, 2023SM, 2023SP, 2024FA, 2024SM, 2024SP, 2025SM, 2025SP	186	87	180	444	624	69.57%
3	Notational Literacy: Recognize, define, and use formal mathematics notation as appropriate to the course outline. Terms: 2022FA, 2023FA, 2023SM, 2023SP, 2024FA, 2024SM, 2024SP, 2025SM, 2025SP	183	95	188	431	619	69.01%

42 Reflection(s)

- Perhaps removing some content if possible could help.
(MATH-102-10 for 2022FA)
- Remove some College Algebra content if at all possible and add some more time for basic skills.
(MATH-102-46 for 2022FA)
- Perhaps removing some content from Math 102 if possible and add more basic skills needed to complete this course successfully.
(MATH-102-25 for 2022FA)
- In out come statements 1, 2, and 3. the 5 that is in the one column are students who gave up or did not drop the course and are considered inactive after the drop date. I am not counting those students in the results for target met.
(MATH-102-57 for 2022FA)
- Increase engagement Cover important study skills
(MATH-102-40 for 2022FA)
- Increase engagement Cover important study skills
(MATH-102-20 for 2022FA)
- More preparatory support is needed.
(MATH-102-02 for 2023SP)
- More preparatory help is needed.
(MATH-102-47 for 2023SP)
- n/a
(MATH-102-57 for 2023SP)
- Students may need more practice with understanding the meaning of and writing mathematical notation.
(MATH-102-45 for 2023SP)

- Saw improvements with daily concept checks.
(MATH-102-20 for 2023SP)
- Saw improvement with daily concept checks.
(MATH-102-26 for 2023SP)
- I believe it was a successful class due to the students comradery. Student driven study groups after class.
(MATH-102-20 for 2023SM)
- Students need help with basic skills.
(MATH-102-20 for 2023FA)
- Students need better basic skills.
(MATH-102-46 for 2023FA)
- I maybe spent too much time on groupwork. Needed more time for students to review for final because of many low scores on final.
(MATH-102-10 for 2023FA)
- The question is how to help students who are not prepared for the course.
(MATH-102-27 for 2023FA)
- Provide varied resources and activities that cater to different learning styles and levels of understanding. Encourage students to take advantage of office hours, embedded tutor hours, class activity time to ask questions. Encourage students to reflect on their performance and develop action plans for improvement.
(MATH-102-45 for 2023FA)
- Try different strategies.
(MATH-102-03 for 2024SP)
- Will need to try new strategies. maybe new courses.
(MATH-102-40 for 2024SP)
- This semester I tried new strategies. I will keep tweaking it.
[3 Section\(s\)](#)
- Giving points for taking notes during class. That will encourage those who miss class to copy the notes from other students.
(MATH-102-44 for 2024SP)
- None.
(MATH-102-25 for 2024SP)
- This was my first time teaching college algebra. I used a lot of new teaching methods in this course: A take-home midterm, a group midterm, group quizzes, a project for the final, and lots of creative group activities like creating posters applying topics learned in class. This is the best retention I have had in a class at Crafton Hills College, with very few dropouts and great engagement in the material. My only qualm is how well these assignments assessed what students actually understood. In future courses, I would still like to use a final project, but I will use a more rigorous rubric to assess these projects, and give them to students in advance so they know what to expect for the grading.
(MATH-102-40 for 2023FA)
- Seeing improvement with concept checks.
(MATH-102-15 for 2024SP)

- Summer classes seem to help students bond and work together during and outside of class. Need to better facilitate this bonding during Fall and Spring.
(MATH-102-21 for 2024SM)
- My challenge was the class was at 8 am and it appears to be too early for many of the students to attend. Daily quizzes did not seem to help attendance. Probably add a video to an assignment for students that miss classes.
(MATH-102-21 for 2024FA)
- Students need more time to gain the needed skills to be successful.
(MATH-102-47 for 2024FA)
- Students need more time to comprehend the needed skills to be successful.
(MATH-102-26 for 2024FA)
- Used Learning Catalytics at MyLabMath. Works good and students liked it. Will use more in the next semester.
(MATH-102-28 for 2024FA)
- Bring back 095
(MATH-102-61 for 2024FA)
- Continue trying new strategies and incorporate more real-world applications into content to boost engagement and understanding. Will also explore project-based and alternative assessments to give students more meaningful ways to demonstrate learning.
(MATH-102-13 for 2024FA)
- Students are still underprepared but additional refining of the delivery of the course content has and will help.
(MATH-102-03 for 2025SP)
- Students are under-prepared, refining how the content is delivered may help.
(MATH-102-40 for 2025SP)
- Maybe an extra assignment that must be done when they miss class.
(MATH-102-25 for 2025SP)
- Might assess final exam using presentation next time.
(MATH-102-44 for 2025SP)
- Need to bring back Math 095
(MATH-102-60 for 2025SP)
- For this class, I used a lot more group activities, posters, and take-home assessments than before. I also found creative assignments to use in class, such as solving equations to solve a maze, or evaluating logarithms to correctly color a picture. These assignments engaged the students and helped them stay focused and attentive through the long semester.
(MATH-102-14 for 2024FA)
- Create a learning contract that students will have to sign at the beginning of the semester committing to attendance, effort, and using support resources. Require a short exit ticket before students leave (e.g., a quick problem or reflection on the day's topic) to ensure engagement. Change concept checks to include "how did you solve this?" or "what was the most difficult part?".
(MATH-102-45 for 2025SP)

- This was my first time teaching this specific course. I tried some strategies that worked but not all of the students absorbed it all, so I will definitely work on it next time. Particularly graphing seems to be the SLO students did worst on, so I will try to focus more on the graphing next time if I can.
(MATH-102-10 for 2025SP)
- 1
(MATH-102-41 for 2024FA)
- I tried to use more interactive strategies in my class this semester by having students come up to the board and work out the problem on the board, put students in groups or with a partner, and call on students during class to get their thoughts on a problem. The only SLO where I saw notable improvement was SLO 1 on graphical literacy. The students were asked to graph rational and polynomial functions on one of their tests and I put those same two topics on the final exam. I believed that after seeing that topic more than once, the students were able to get it. I didn't see noticeable improvement with the other topics related to the other two SLOs. Some students still struggled with determining whether a function is even, odd, or neither. Also, some students struggled with solving logarithmic equations where they need to use one of the properties to simplify the equation (such as the product rule or quotient rule). It seems that when the students see a topic more than once, like the graphing polynomial and rational functions, or if they've seen it recently in class before the final exam, they seem to remember how to do it better. Proposed actions: Perhaps include more repetition of previous topics to reinforce understanding. However, this can be hard to with the limited class time to cover all relevant chapters and sections from the book!
(MATH-102-40 for 2025SM)