

UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2019-2020: MATH 1300 Mathematical Reasoning





1. Name of individual compiling report:

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2. Date of submission:

<u>August 31, 2020</u>

3. Is the assessment plan (*Check or highlight one*)

	an initial plan for the
program	

a revision of an old plan

unaltered from previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

- 1. Identifying problem-solving strategies and applying them to contemporary everyday problems, both in work and in personal lives.
- 2. Analyzing reports from media to determine completeness and accuracy noting assumptions both stated and unstated.
- 3. Critiquing public consumer and political information for better understanding, completeness, and accuracy.
- 2. Which CLOs were addressed for this academic year? (2019-2020)

All CLOs were addressed.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

All CLOs will be addressed for 2020-2021.

4. Explain the assessment cycle.

Our assessment cycle is to administer a comprehensive final to all students at the end of the semester. Questions from the final are aligned with the CLOs.



Instructors for the course then evaluate the results and adjust the course according to our findings. We analyze the data for all students combined, as well as data for student success by instructor, by section, by modality, and by courses with and without co-requisite support. Course level meetings are held at least three times during the semester, and continual improvement of teaching and learning is a primary focus of those meetings. We may adjust the way we teach the material, provide more examples, activities, or practice, or seek out ideas from colleagues from other institutions, or from sources such as the Dana Center at the University of Texas at Austin. The Dana Center has provided support in designing and improving the Math Pathways offerings at UAPTC and has offered excellent training opportunities.

5. What are the assessment methods? Are they direct or indirect?

The assessment method is direct. We administer a two-hour, multiple choice, comprehensive common final exam to all sections and modalities.

6. What are the assessment goal(s)?

Our assessment goal is a 70% threshold met for each learning outcome.

7. What were the findings for this academic year? (2019-2020)

For Fall 2019, finding for CLOs 1, 2, and 3, were 68.95%, 74.95%, and 77.78%, respectively. We found in the Spring semester all CLOs were met, at a rate of 78.75%, 70.71%, and 71.9% for CLOs 1, 2, and 3, respectively.

8. What is your analysis of the findings?

We were encouraged that in the Spring semester, all CLOs were met, at a rate of more than 70%. Unfortunately, due to Covid 19, our success rate fell to only 54% due to many students being unable to complete the semester. The CLO percents show, of the students who continued in the course, most were able to master the course learning outcomes. So, while less of our students continued working in the course, of those who did, they mastered the CLOs at a rate that exceeded the threshold goals for all. The findings also show that students enrolled in a corequisite support course performed better than students taking MATH 1300 without Support. This may suggest students whose placement scores are borderline would benefit from taking the Support portion of the class, even when it is not required.





9. What is the action plan for the next academic year? (2020-2021) Explain.

Instructors have attended Professional Development classes and training since March to be better prepared to teach under the current Covid 19 situation. While teaching in HyFlex may not be our preferred method, we are researching best practices to be able to continue to meet the needs of our students. Current events with the pandemic and the Presidential election provide relevant applications for many of the topics in this course, and we will draw on those examples to help students stay engaged. The students in courses without support will receive additional practice and application for CLOs 2 and 3, as these both were slightly below 70%. 2020-2021 is the first time we have offered this course as a concurrent credit offering at a local high school, and we will monitor closely the students' progress.

Course level meetings will be held at least three times during the semester, with emphasis on meeting goals for Course Level Outcomes in all modalities.