UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: Transitional Algebra MATH 0402
Academic Year: 2021-2022

Due to Chair/Program Director and Faculty Assessment Chair by September 1

1. Name of course: *MATH 0402 Transitional Algebra*

2. Name of individual(s) compiling report: *Christin Hankins*

3. Date of submission: *September 9th, 2022*

4. Academic year: *2021-2022*

Course-Level Learning Outcomes

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

CLO #1: the ability to factor quadratics and other polynomials.
CLO #2: to solve linear, quadratics and other polynomial equations.
CLO #3: to graph linear equations.
CLO #4: to simplify polynomial expressions, rational expressions and radicals.

2. Which CLOs were addressed for the academic year?

All CLOs were addressed this academic year.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

All CLOs will be addressed in the assessment plan for next year.

4. How does this report connect or map to program-level or institutional-level outcomes?

- Transitional Algebra CLOs support College Algebra's:

  CLO#1 - The ability to perform and solve basic function operations and algebraic problems using appropriate vocabulary

  CLO #2 - Critical thinking to formulate decisions and problem solving based on reasoning and analysis

- By supporting College Algebra, Transitional Algebra also supports The General Education Program Learning Outcome:

  2) Reason Quantitatively: Apply mathematical methods using symbolic, graphical, numerical, and written representations to solve problems using modeling and/or general problem solving processes, and use appropriate technology to construct or analyze quantitative data to draw conclusions about the reasonableness of the results.

  Supporting Courses:

  - MATH 1302 – College Algebra

- Through supporting College Algebra and therefore the General Education Program Learning Outcome #2, Transitional Algebra also supports the Institutional Learning Outcome:

  5.) Students will use quantitative methods to solve problems. (Quantitative Reasoning) This may include the ability to:

  - Analyze and interpret quantitative information

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

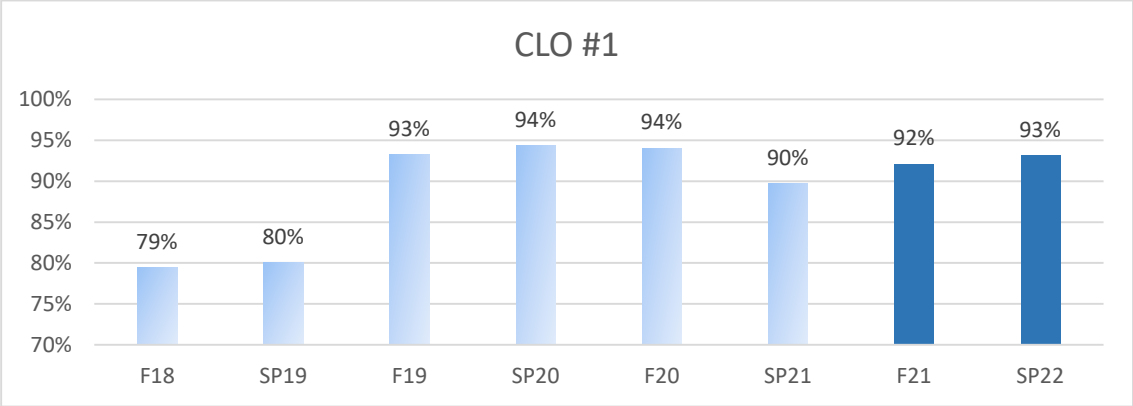
Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? .	*Students across all sections completed a common comprehensive final exam. Questions were linked to specific course learning outcomes. Item analysis was performed to determine proficiency.*	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.		***No***
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student scores 70% on the questions linked to the CLO*	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	*70% of students in the course achieve success on the CLO assessment assignment or measure*	
How many students completed the assessment, and how many were successful?	***Fall*** *188 students assessed* *172 successful* *91.5% success rate)*	***Spring*** *66 students assessed* *61 successful* *(92.4% success rate)*
Academic Year Total (add the numbers from Fall and Spring)	*254 students assessed* *233 successful* *(91.7% success rate)*	
Was the benchmark/goal for this academic year met?	***Yes***	
Were standardized rubrics, tests, or checklists used?	***Yes***	

5. What is your analysis of the findings?

The data for Fall 2021 and Spring 2022 show that students who attended through the duration of the semesters and completed the final exam were successful in meeting the course level assessment goals and equally successful in the course overall.

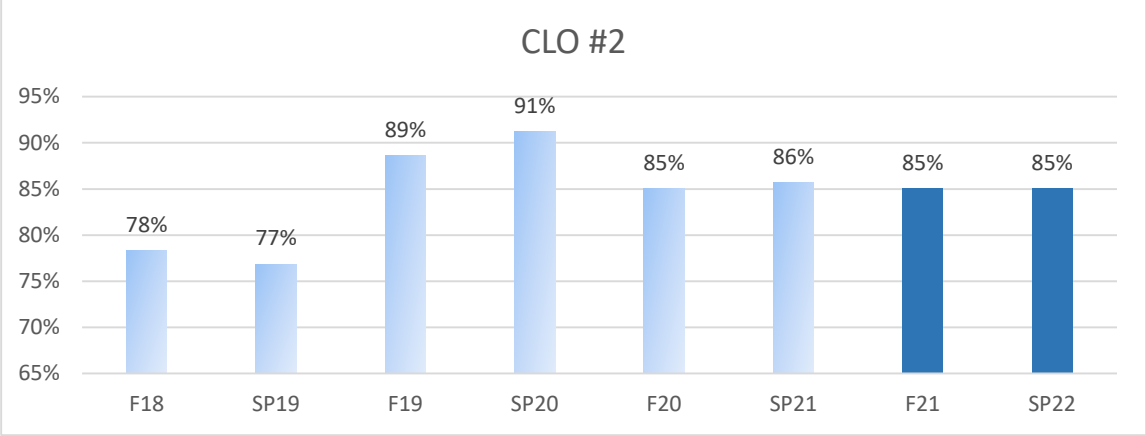
CLO #1: The student will show ability to factor quadratics and other polynomials.

Both semesters show ***a pass rate of over 93%*** *for all methods of course delivery. With a threshold goal of x>70%, our goals were met for this learning objective. The assessment is multiple choice. The students are provided a study guide and most instructors review the content making it easy for students to perform well.*



CLO #2: The student will show ability to solve linear, quadratics and other polynomial equations.

Both semesters show ***a pass rate of over 85%*** *for all methods of course delivery. With a threshold goal of x>70%, our goals were met for this learning objective. The assessment is multiple choice. The students are provided a study guide and most instructors review the content making it easy for students to perform well.*



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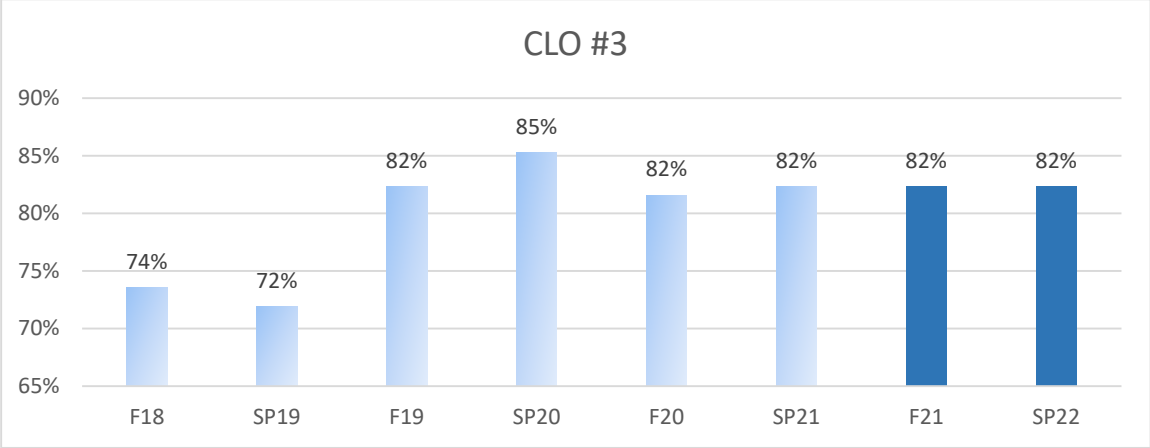
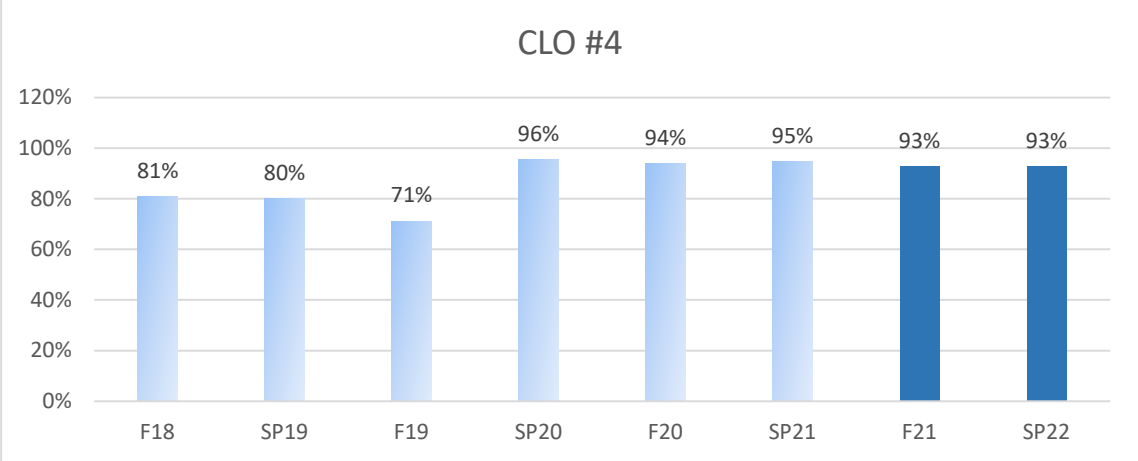
CLO #3: ***The student will show ability to graph linear equation.***
Both semesters show ***a pass rate of over 82%*** *for all methods of course delivery. With a threshold goal of x>70%, our goals were met for this learning objective. The assessment is multiple choice. The students are provided a study guide and most instructors review the content making it easy for students to perform well.*



CLO #4: ***The student will show ability to simplify polynomial expressions, rational expressions and radicals.***
Both semesters show ***a pass rate of over 83%*** *for all methods of course delivery. With a threshold goal of x>70%, our goals were met for this learning objective. The assessment is multiple choice. The students are provided a study guide and most instructors review the content making it easy for students to perform well.*



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6. What is the action plan for the upcoming academic year? Explain.

Instructors discussed changes for the assessment via email and one on one conversations during Spring 2022. It was decided to replace all previous assessment questions with new but similar questions to ensure fresh perspective of the same goals. Instructors will meet at the end of the fall semester to review the results and data will be examined across modalities to determine any necessary changes for spring. Instructors will meet again after the spring semester ends to identify trends and consider adjustments for the next academic year.

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