

Population:

Ethnicity: White

Analysis and Plan:

Although success rates for white students were lower in math than those college-wide, white students were still the second highest scoring ethnicity in terms of math success rates. So even though this gap of 7% in success between Math and college-wide success may appear to be significant, the department feels that it is more imperative to focus on strategies to increase math success rates for African American and American Indian which are 14% and 12% lower respectively than the success rates for white students.

One strategy the department would like to pilot is to give an assessment exam early in the Basic Skills courses. Students who do well on the assessment exam could then be placed in a higher level course. This would allow instructors to spend more time remediating skill deficiencies of other students.

Outcomes Assessment: Overall Report

Over the past year there has been little, if any communication among faculty as to whether the suggested strategies for outcomes that missed the target have actually been implemented. One reason is that different instructors are teaching the courses, sometimes a different instructor every semester as is the case for College Algebra which had quite a few outcomes that scored below the target in the last assessment. However, a general awareness of outcome assessment in all sections has increased amongst all math faculty as a direct result of requiring an assessment in ALL sections. All math faculty are now including student learning outcomes on the first page of their syllabuses and designing their instruction around these outcomes. Instructors are having discussions about the topics that students have the most difficulty with in specific courses. It is hoped that as this awareness increases, not only will math faculty understand the assessment sequence, but that a standardized assessment will be implemented for each course. By doing this in the near future, the assessment process can be carried out more seamlessly as well as more frequently to provide better quality data.

Outcomes Assessment: Gaps Identified in Prior Year's Assessments

Elementary Algebra Math C050

Type:

SLO

Target Missed/Gap Detected:

Graph Linear Equations and Inequalities 60.2% / 9.8%

Type of Gap:

Need to alter/refine instructional techniques. Other (explain in Analysis).

Analysis and Plan:

Students need more repetition and practice with linear graphing.

Beginning in spring 2016, the department will require a minimum of one additional linear graphing assignment, that will need to be completed in the math lab with assistance/ tutoring/ advising from math lab faculty in all on-ground sections of Math C050 at IWV.

Elementary Algebra Math C050