Lake Erie College Assessment Planning

Each program area is expected to participate in on-going assessment of student learning. Yearly progress updates should be shared with the School Dean for planning purposes within the program/school and incorporated into the Program Review process. Additionally, the School Deans will maintain a rotation schedule for a more thorough Program Assessment Review. Below, you will find a worksheet to be used for summarizing your Program Assessment Review.

Assessment Review Worksheet

Identification of specific area of review

We have chosen MT104 Basic Mathematics as our area for review. This is our Developmental course.

As listed on the Course-Level AQIP Assessment Action Project form (See Attachment 1) our chosen priority objective is:

- Support execution of student success with supplemental resources in the math learning center and on-line computer tutorials.

Rationale for selection of Review item

An at-risk student, or one who is placed in the developmental course, has a greater chance for success in higher-level Mathematics offerings, when he succeeds in the developmental course. A student failing to be competent at a higher level than MT104 cannot complete the minimum General Education Requirement set forth by the College and student retention rates are adversely affected.
**Measures used**

Also noted on the previously mentioned form are examples on how we expect to demonstrate we have met our priority objective.

Some of these are:

1. Supply positive resources for success of student.
2. Present alternative learning methods for students at risk.

The math learning center is an excellent illustration of providing a positive resource for student success. Students are required to attend sessions as part of their registration into MT104. Here, they are in smaller groups and get individualized attention. They work with a qualified instructor and their attendance and overall lab experience is documented.

The implementation of the computer program MyMathLab is an illustration of presenting students with alternative learning methods. In addition to using MyMathLab as a way to assign on-line homework, it includes a variety of multimedia resources available directly to the student. These resources include tutorials, video lectures, practice tests and even algorithmically generated Student Study Plans based on homework performance. This powerful tool can be used for both numerical and graphical data analysis, and uses interactive graphics to help students visualize key concepts.

**Results**

We have implemented that all MT104 instructors incorporate and track specific questions on their final exams. These questions were chosen as a way to gauge how well we are preparing students with the skills in Algebra needed to be successful in the (minimum) General Education math course, MT107.

Included are sample reports of the questions tracked on the final exams (See Attachment 2) and (See Attachment 3). Overall, we are very satisfied, with the exception of the topics of solving by factoring and by the quadratic formula.

We have also included a sample of a weekly lab report, documenting attendance at the math learning center (lab) sessions and including comments for each student (See Attachment 4). We are fairly happy with the attendance, overall.
Improvements

Instructors noted that they covered solving equations by factoring and by the quadratic formula “very lightly” at the end. This is reflected by the poor performance of the students on the final questions relating to these topics. We plan to reorganize the course topics in a way to guarantee that these topics receive at least twice the dedicated class time they currently receive.

And as an additional assessment tool, we are investigating the feasibility and value of implementing a pre-test to the students in MT104 through the technology available in MyMathLab.