Assessments were done during the ‘10-’11 academic year for MAT 045, 055 and 085. I have reported on those assessments but will leave it to the College Readiness Division to “close the loop.” Our assessment for college level classes for the 2010-2011 academic year consisted of the following:

1. A departmental final given in MAT 110, 111 and 122. Class final exam averages were tallied by individual instructor as well as overall average for each course. The overall results were then compared with previous years.
2. Student surveys given in online MAT 101, 102, 103, 110, 111, 116, 117, 131 and 170. The results for each course were tallied and summarized and/or analyzed by the course instructor.
3. Student surveys given in “live” MAT 101, 102, and 170. The results for each course were tallied and summarized and/or analyzed by the course instructor.
4. A report from the research office was produced for Fall, 2010 and Spring, 2011, detailing the success rate (A's, B's and C's)/(10th day enrollment) for all MAT courses, broken down by individual results and course results.
5. The self reported IPR report dealing with Student Persistence, Student Persistence and Retention Activities, Program Enrollment, Student Enrollment, Faculty Load, Environment, Cost Effectiveness, Curriculum Alignment and Currency, Assessment, Completion, FTE to FTFE ratio, Instructional Innovation, Campus Engagement and Program/Discipline Promotion, Employment Outlook

The findings were:

1. The average exam score in MAT 110 has stagnated when compared to previous years. The MAT 111 average exam score continues to increase. The MAT 122 average has also plateaued, but at a favorable number.
2. Students were very satisfied with the instructors in our online courses. Overall they thought the difficulty of online courses was about the same as live courses. This survey is given with the final exam so it doesn’t encompass the opinions of those who withdraw from the course.
3. In the student satisfaction surveys for MAT 101, 102, 170 student responses were very positive. There were no negative comments with regards to the instructors. Students liked the resources offered by MyMathLab and the help it gave them.
4. Mat 099, 117, 135 and 341 had success rates between 80% and 100%; Mat 101 and 124 were between 70 and 79.9%; MAT 102, 103, 114, 116, 122, 134, 170 were between 60 and 69.9% and MAT 110, 111 were below 60%.
5. We don’t graduate a high percentage of math majors (8/30).
6. We need to increase our department visibility on campus.
7. Our overall success rate is within the guidelines of the IPR but on the low end.
8. Although in line with the college trend, our enrollment is down.
“Closing the Loop”. These are the actions we will take/ have taken this academic year to correct some of our deficiencies:

1. Encourage faculty to examine the final exam items most frequently missed and place more emphasis on teaching those topics.
2. Use success rates and final exam results to assist in instructor retention and class placement decisions.
3. To improve our success rates, we will increase the ACT score required to enter our classes (if the student is using that criteria for entry). Most will increase from 22 to 23, but Calculus 1, our class with the lowest success rate, will increase from 24 to 28.
4. Close a loophole in the placement test process that allows students with little or no knowledge of trigonometry to enter calculus.
5. Eliminate or seek other alternatives for online classes with poor success rates. We will eliminate MAT 101-070 and are designing hybrid courses for MAT 110 and 111.
6. Participate in events like the Triton Fun Fest to increase our visibility on campus.
7. Make contact with math majors to see if they are indeed math majors and to offer our support and advisement.
8. Go into MAT 085 classes and encourage students to immediately continue with their mathematics sequence. Assist them in selecting classes. This should increase enrollment as well as the success rate in gateway classes.
9. Offer first five week general education summer classes. Publicize this to the universities commonly attended by our “reverse transfers.”