**MATH 20 Fundamentals of College Mathematics Learning Support Course**

**Section Number(s): 1003**

**Instructor: Daniel T. Murphree**

**Academic Year: 2020-2021**

**Semester: Fall**

**# of Students: 22**

**Complete and submit your assessment report electronically to your department chair. Course and general education outcomes are counted as achieved if 62% or more of students answered the problems associated with the outcome correctly.** **As needed, please attach supporting documents and/or a narrative description of the assessment activities.**

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| **Class/Course Outcomes** | **Assessment Measures** | **Course Outcome Assessment Results** | **Outcome Results Analysis**  |
| In the boxes below, summarize the outcomes assessed in your class or course during the last year*.* If this is a GenEd class, include the appropriate GenEd objectives. | In the boxes below, list the proctored assignments and which problems on those assignments you used to assess each outcome. | In the boxes below, give the percentage of students who answered the problems correctly and indicate if the course outcome was achieved.  | In the boxes below, please reflect on this outcome’s results and summarize how you plan to use the results to improve student learning. |
| **Outcome #1:** Correctly execute arithmetic operations using rational and real numbers. | Proctored assignment: Applicable MATH 120E Proctored Exams | Results: Midterm: 93.75%Final: 50%Average: 71.87%Criterion Met: Yes      | 1. Results Analysis: I’m happy to see how well my students did on the midterm exam. The midterm covered simpler topics than the final, and I think that the success rates on the two are reflected here. However, the topics in MATH 20 are more applicable to the topics on the final than on the midterm, so I feel like this course was not as effective as I would like based on the struggle I see on the final exam.2. Action Plan: In the spring, I plan to more fully integrate the MATH 20 and MATH 120E topics by treat the two courses more like one course. I’m hoping that this will raise student success by having the MATH 20 topics occur in a more helpful juxtaposition to the MATH 120E topics. I will also be splitting the course into three proctored exams instead of just two. |
| **Outcome #2:** Evaluate and simplify expressions involving exponents.  | Proctored assignment: Applicable MATH 120E Proctored Exams |
| **Outcome #3:** Simplify Algebraic expressions. | Proctored assignment: Applicable MATH 120E Proctored Exams |
| **Outcome #4:** Solve linear equations in one variable.  | Proctored assignment:Applicable MATH 120E Proctored Exams |
| **Outcome #5:**Solve rational equations. | Proctored assignment: Applicable MATH 120E Proctored Exams |
| **Outcome #6:**Implement effective study skills to succeed in college level mathematics courses.  | Proctored assignment: Study Skills Projects | Results:Average: 81.25%Criterion Met: Yes | 1. Results Analysis: The study skills projects were designed to “force” the students to practice the study skills that we were learning to help them succeed, not just in this course, but in college courses in general. I was very lenient with due dates for these projects and did not count off if students were late because of the confusion with the class structure and the difficulties of COVID-192. Action Plan: Most of these projects were graded on a completion basis because of the nature of the project. I want to redesign the projects to be more effective by having more specific criterion for success in the project. |

**Notes: This is the online asynchronous version of the pilot learning support course for MATH 120. I am unsure if the assessment for these measures is effective or not and I look forward to working together with my department next semester to make a more effective set of learning outcomes and assessment. The discussions we have had with the corequisite task force leads me to believe that other Nevada colleges are also struggling to decide exactly how to assess this course as well seeing as the true measure of its effectiveness is simple higher success rates for students who normally would have started at the developmental level.**

**In this course the success rate was 100% which was surprisingly high and makes me feel that the class was set up poorly in that it was “too easy” and therefore not effective. The withdrawal rate for this class was necessarily the same as the associated MATH 120E course, 27%.**

I have reviewed this report:

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Department Chair Dean

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Vice President of Academic Affairs and Student Services

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