

Program: Developmental Mathematics

Assessment period: Fall 2006 – Fall 2008

Program or Department Mission:

The mission of the Developmental Mathematics Department is to provide a learning environment in which students can master the skills and concepts necessary for success in college level mathematics courses through offering various courses to most efficiently meet students' needs. The Department seeks to foster student success through cultivating students' self-confidence, self-management abilities, and encouraging a positive attitude; as well as enhancing success through teaching and modeling study skills, problem solving, and critical thinking.

Plan		Report	
Intended goals, outcomes, or objectives	Means of Assessment & Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
After successfully completing MAT 1000 or 1010, students will have sufficient knowledge and skills to succeed in their next math course.	At least 75% of students who earn a C or better in MAT 1000 or 1010 and complete their next math course within one semester will earn a C- or better in that mathematics course. This will be assessed using data obtained from Institutional Research. (NOTE: For the purposes of this outcome, the transition from spring to summer OR spring to fall will be considered within one semester.)	Analysis of this outcome is pending data from Institutional Research.	Whether or not outcome is achieved, we always strive as a department to increase the future success of our students. Once data is received and analyzed, the OAC can coordinate with the Math department to improve future success rates.
Students will succeed in the classes they take in the Developmental Mathematics Department.	At least 65% of students taking Developmental Mathematics courses will receive a passing grade. ("Passing Grade" will be defined as at least a C- in MAT 800-990, and at least a C in MAT 1000 or 1010.) This will be assessed using data obtained from Institutional Research. Furthermore, at least 80% of students taking the final exam will score at least 70% on the final exam. This will be assessed using data collected within the department.	In the 2007-2008 school year Developmental Math pass rates were 62% in the fall, 64% in the spring, and 68% in the summer. The percentage of students scoring at least 70% on the final exam was only 59.26%. There are several possible explanations for this. The department policy requiring students to get at least 70% on the final exam (in order to pass the class) was recently voted down.	While close to achieving the stated goal, the Outcomes Assessment Committee would like to see the pass rates continue to grow. It is important to see our final exam scores rise. The OAC suggests examining final exams from previous terms to make sure the exams are in line with the curriculum. In addition, we should ask the instructors with high final exam scores what they, and their students, are doing to achieve such good results.

Plan		Report	
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Students will commit to finishing the courses they start in the Developmental Mathematics Department.	<p>At least 85% of students taking MAT courses will receive a grade (A-E) for the course. This implies that less than 15% of students will receive W's and UW's. This will be assessed using data collected from a representative sample of MAT students. For future purposes, the percentage of students receiving grades will be referred to as the "retention rate".</p> <p>Furthermore, at least 75% of students taking MAT courses will endure through the course and take the final exam. This will be assessed using data collected from a representative sample of MAT students. For future purposes, the percentage of students receiving grades will be referred to as the "endurance rate".</p>	<p>In the 2007-2008 school year Developmental Math retention rates were 88% in the fall, 89% in the spring, and 86% in the summer.</p> <p>The overall percentage of enrolled students taking the final exam in their MAT courses was 80.02%. To better differentiate between endurance and retention, the percentage of students who didn't withdraw, but did take the final exam was 91.06%</p>	<p>The OAC is interested in seeing these rates compared to institutional averages. We suspect these retention rates exceed institutional averages, if so, what are we doing right, and how can we communicate our techniques to the rest of the institution?</p>
Plan submission date: November 1 st 2006 Submitted by: Max Aeschbacher		Report submission date: October 1 st 2008 Submitted by: Max Aeschbacher	

Complete with data for first outcome.
Two means of assessment? (necessary?)