

Spring 2018
Core Curriculum Assessment Report

of

Skills 3 – Information Technology

from the

Mathematics

Core Curricular Area



submitted by

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on behalf of the

Mathematics

Core Area Assessment Committee

Methods

How was student work (artifacts) collected for assessment?

LO#1 - Assessment information was obtained from four calculator questions on the common final exam that ALL students take. Teachers turned in their student results for these questions on a response sheet designed by the liaison.

LO #2 – Assessment information for this objective was obtained from the student results in the MyMathLab program. Teachers turned in their MyMathLab student results on a response sheet designed by the liaison.

LO#2 assessment information was not collected from concurrent courses because concurrent students are not required to purchase/use the MyMathLab program.

What type of artifacts were collected?

LO#1 - Student responses on the 4 calculator questions placed on the final exam.

LO#2 - Student final homework averages from the MyMathLab program.

How were the artifacts sampled for assessment?

All results were used. There was no sampling.

How were the artifacts scored?

LO #1 Assessment information was obtained from the 4 calculator questions placed on the final exam.

All 4 correct = ADVANCED

Three correct = PROFICIENT

Two correct = NOVICE

One correct = NOT MET

None of the questions correct or not attempting the problem = NOT
SCORABLE

LO#2 Assessment information was obtained from the student results in the MyMathLab program.

Students whose MyMathLab Homework average fell in the range of

100-85% = ADVANCED

84-70% = PROFICIENT

69-60% = NOVICE

59-0% = NOT MET

Students who never signed up for MML = NOT SCORABLE

NOTE: Students have the ability to score 100% on every homework assignment in MyMathLab if they utilize the resources within the program reflectively.

Also, data was not collected for concurrent courses for this Learning Objective since concurrent students are not required to purchase/use the MyMathLab program.

How was reliability in scoring determined and ensured?

Based on the scoring method above, results were inherently reliable.

Reflection

What was learned from the assessment results?

A/P/N = Advanced, Proficient, Novice

We are assuming that these 3 categories represent acceptable outcomes.

Areas that need improvement!

Skills 3 - LO#2: Use information resources reflectively for inquiry, exploration and communication.

College Algebra F2F (70% A/P/N) and QMR F2F (66% A/P/N) – These students had a MyMathLab Homework average higher than 60%. This indicates that 30% of College Algebra F2F students and 34% of QMR F2F students either did not even sign up in MyMathLab or did work that resulted in an average HW score that was less than 60%.

Areas that are meeting the requirement.

Skills 3- LO#1: Make appropriate decisions regarding the use of technology when solving problems, recognizing the insight to be gained as well as the limitations. (Calculator questions on the final exam)

All modalities and courses are meeting this requirement! This makes sense because calculator skills are taught in all of these courses.

Skills 3 - LO#2: Use information resources reflectively for inquiry, exploration and communication. (MML HW averages)

The online modalities for both courses are meeting this requirement. This makes sense because all online students MUST register in MyMathLab to complete the course requirements.

Continuous Improvement

What changes will be made based upon the assessment results?

LO#2: Use information resources reflectively for inquiry, exploration and communication.
(MML usage)

The data suggests that that 30% of College Algebra F2F students and 34% of QMR F2F students either did not even sign up in MyMathLab or did work that resulted in an average HW score that was less than 60%.

Keep in mind that the students have the ability to score 100% on every homework assignment in MyMathLab if they utilize the valuable resources within the program reflectively and effectively.

Currently in our F2F courses, we advise students throughout the semester to get registered in MML and do the required assignments. We also advise them of the help features available within the program and the opportunities for earning 100% on every homework assignment throughout the semester. We demonstrate in class how to register in the program, how the program works, how to use the help features, how to take advantage of the free 14 day temporary access, etc.

The MML grade is part of their final grade in the course.

Some students state that their financial circumstances prevent them from purchasing the program; however, this is the only purchase students are required to make for the course. There is an electronic text book built into the program.

Other than making the MML purchase for the students or doing the actual work for them within the program, we don't see any other way of "forcing" the students to take advantage of this valuable information resource.

Also, concurrent students were not assessed on Skills 3 LO#2.

Feedback

What changes are recommended for Core assessment?

I am at a TOTAL LOSS on how we will use activities that are currently performed in our courses to assess Values 1 - Personal responsibility and ethical behavior. Please advise us on the best way to assess this goal. I see this goal as one that can easily be assessed in any course that involves the writing of papers and citing of resources since they can be analyzed using plagiarism checkers. I do not see how we can assess this goal in the area of mathematics. I suggest that it be removed from mathematics.

I feel Values 3 - Global and Cultural Understanding is not a necessary educational goal for core mathematics courses. I suggest that it be removed from mathematics, as well.

Comments

Other comments?

Our process of assessing Skills 3 went really well. We feel like we obtained useful information from the results.

Also, keep in mind that concurrent students were not assessed on Skills 3 LO#2.

END OF REPORT