

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Mathematics	099	MTH 099 08/12/2019- Math Placement Acceleration Lab
Division	Department	Faculty Preparer
Math, Science and Engineering Tech	Math & Engineering Studies	Lisa Manoukian
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: 1. Student will attend lab sessions and work to improve math placement at least one level.

- Assessment Plan
  - Assessment Tool: Course record keeping using ALEKS dashboard.
  - Assessment Date: Winter 2017
  - Course section(s)/other population:
  - Number students to be assessed: All.
  - How the assessment will be scored: Other.

- Standard of success to be used for this assessment: At least 80% of students enrolled will raise their math placement at least by one level.
- Who will score and analyze the data: Instructors.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
48	44

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were four early withdrawals that I did not consider as they did not succeed or fail; they never participated.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course (by design) is only offered on campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

In order to succeed in this course, a student must participate in the ALEKS remediation tool, and increase their math level by at least one. Meaning, a math level 2 must re-test and accomplish a minimum math level 3 in order to be counted as a success. This is tracked through the ALEKS placement tool, and I looked up each individual student transcript to confirm the data.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes  
 37 out of the 44 succeeded, which is 84%. The student data I researched on ORAWEB is attached.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Areas of strength in this course are the power to advance mathematical skill and knowledge for a very cheap price (one credit hour) and very short period of time, as we routinely run this course in short five-week semesters. In many cases, this allows a student to skip a four or five credit hour class and progress to a more advanced level math course. We also try to offer late start courses for them to enter upon successful completion, so that this course can also address time constraints. This class offers support to students of all levels. Sometimes the outcome of this class for the student is that they become comfortable with the level that they have and learn that they need to enroll in a lower level course to avoid harm to their GPA, along with a clear path forward. Pass or fail, all students enrolled gain an in-depth understanding of our math levels, why we have them and how they are actually a safeguard for students, not a barrier.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Having taught this class before, I see possible improvements. Although students doing this pass at an acceptable rate, I feel this class is tragically underutilized. As department chair, I think it's important that we market this class more. This is an excellent opportunity, but a really well-kept secret. I also would like to work on making the classroom experience more meaningful, as well. I'd like to consider some polling in the class about sticking points, and how we can deliver small lectures to address them. Maybe even build in some group study/practice time outside the ALEKS program that engages students better.

### III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

None have been made at this time.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I think it really gives students an efficient way to progress through the math sequence, and customize their remediation.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I will share at the in service department meeting.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Polling/Small lectures	Consider polling students about sticking points in the class and add small lectures to address them.	To enable the classroom experience to be more meaningful and identify marketing points of the class.	2020
Other: Group study/practice time	Build in group study/practice time outside the ALEKS program.	Increase and improve student engagement.	2020

5. Is there anything that you would like to mention that was not already captured?

6.

### III. Attached Files

[099 data](#)

**Faculty/Preparer:** Lisa Manoukian **Date:** 08/12/2019  
**Department Chair:** Lisa Manoukian **Date:** 08/13/2019  
**Dean:** Victor Vega **Date:** 09/27/2019  
**Assessment Committee Chair:** Shawn Deron **Date:** 01/09/2020