**Assessment Reporting Improvements**

Department: Mathematics Division: Math & Physical Science Academic Year: 2014-2015

Report for: Introductory Algebra

1. What action (improvement, change, etc.) was taken in the program/class indicated?

**Introductory Algebra (MT0204)** – Since the last report in spring 2011, the department focused its review on the effect of converting Introductory Algebra from 3 credit hours to 4 credit hours, the success of self-paced courses (which allow for acceleration), and the documented alignment of the course objectives to the final exam throughout the developmental sequence.

1. Why was this action taken? (Provide report, link, other, that led to the action in (1.))

**Introductory Algebra (MT0204)** – The actions were taken to improve the success rate in both Introductory Algebra and the subsequent course Intermediate Algebra, as well as, to provide students the opportunity to accelerate.

1. Describe the results/impact/change based on the action.

Although the average on the final exam has increased since the conversion to the four hour Introductory Algebra course, the withdraw rate has increased while the success rate has decreased. There was a slight improvement in MT1303 following MT0204 as compared to MT0203. More data will need to be collected to determine the cause of the changes. The self-paced course has a lower success rate which could support the premise that this type of format is not intended for all students. More research on better advisement methods for this type of format will need to be conducted and communicated.

1. Provide any supporting evidence or information.

**Introductory Algebra (MT0204)** – In comparing the last three fall semesters of MT0203 (09/FA, 10/FA, 11/FA) to the first three fall semesters of MT0204 (12/FA, 13/
FA, 14/FA), the success rate of MT0203 was 48.0% compared to 41.2% for MT0204. At the time of converting from 3 credit hours to 4 credit hours, the placement score was reduced to allow more students to enroll in the new 4 credit hour Introductory Algebra, the success rate of this new population of students was 40.6%. Additionally, the withdraw rate has risen from 24% to 34% which could contribute to the decrease in success rate. The success rate for students enrolled in Introductory Algebra for the self-paced computer supported learning format is 41.5% compared to 48.5% for students enrolled in a traditional format. The success rate in Intermediate Algebra was 49% following MT0204 as compared to 46% for MT0203.