

Assessment Report

Rosemont College—Undergraduate

I. General Information:

Date of Report: May 15, 2010
Semesters Covered: Fall & Spring 2009 – 2010
Division: Math, Science, Prof. Studies
Discipline: Math
Chair: Richard M. Huey, P.E.

II Discipline Profile:

Number of Majors: 0
Number of Faculty: 3
Courses Offered: Calculus I, Calculus II, College Algebra, Trigonometry,
Elementary Algebra
Factors That Affect Assessment: None

III Assessment Results:

A. Learning Outcomes

This year we again collected data on the Elementary Algebra course MAT 0104 [6 classes]. Goal I, Objective 2. [See Assessment Plan for details].

B. Assessment:

Goal I, Objective 2:

105 students were initially enrolled.
7 of these were “re-enrollees”
12 of these moved up to higher math courses, leaving 93 enrolled.
3 withdrew, leaving 90.
61 completed the course with an 80% average or better
8 failed the course

Thus only 68% of the 90 students who took the course met the 80% average thereby failing to satisfy the requirement of the Outcome.

Despite incorporating several “improvements” the results were poorer than the previous year. This may be due to poorer students enrolled. But the results are unsatisfactory. The improvements included an Internet based program that had added features and, in the spring semester, sections were broken into groups of 3 students which were assigned to a individual tutor.

Our conclusion is that the first year students are not mature enough to handle the “work-on-your-own” structure of these classes.

C. Changes Based on the Outcome.

In the Fall of 2010 two sections will be conducted using a textbook/workbook combination with worksheets completed in the classroom. A third section will be conducted using a computer program in a computer lab. In all three sections students will complete one third of the required worksheets or computer assignments in class. An instructor will be present in each class. Attendance will [continue to] be mandatory with 2 points subtracted from the final grade for each absence.

D. Recommendations for Improving the Assessment Process