

Project Details

Title	Course Assessment: Assessing Intermediate Algebra and Business Math	Status	ACTIVE
Category	7-Measuring Effectiveness	Updated	
Timeline		Reviewed	
Planned Project Kickoff	03-31-2010	Created	03-31-2010
Target Completion	04-01-2012	Last Modified	11-08-2011

- 1: Describe this Action Project's goal in 100 words or fewer:
 - A: This project is focused on assessing two courses found in each of the school's two divisions: Intermediate Algebra under Arts & Sciences and Business Math under Career and Technical Education. The long term goal is to determine whether or not all students are taught the same content as part of the courses, and if not, to determine what steps should be taken to ensure students are taught what they are needed for subsequent courses that follow.
- 2: Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:
 - A: The College Algebra and Foundations of Math instructors have expressed concern for some time that some students entering those classes, after having Intermediate Algebra, do not have the concepts and skills they need to succeed in the new class. The Business Education Department chair has expressed a concern that not all instructors are adhering to the course outline, leaving some students deficit in areas in which they need those skills in other courses, such as Applied Accounting. Assessment of the two classes will greatly strengthen both areas.
- 3: List the organizational areas -- institutional departments, programs, divisions, or units - - most affected by or involved in this Action Project:
 - A: In the Arts & Sciences Division, all math courses will be affected in some way when changes to one major course are made. In the Career and Technical Education Division, the Business Math course will most probably undergo major changes affecting the instructors who teach it. In addition, other math related courses, such as the Applied Accounting courses, should see improvement in skills.
- 4: Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:
 - A: The key organizational processes affected should be the Math and Business Education Departments. Through course assessment, there may be some changes in those areas, ranging from who teaches the courses to how they are being taught.
- 5: Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):

- A: We believe we can accomplish this project within two years, although we may need to keep it active if we find we need additional data or additional time to implement changes. These tasks will need to be completed:
 - Obtaining baseline data
 - Analysis of data
 - Recommendations, based on the data
 - Possible revision of course content, based on data findings
 - Implementation
 - Remeasuring and evaluation
 - Analysis to measure improvement

- 6: Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:
- A: The Action Project Committee--comprised of the Arts & Sciences Dean, Director of Assessment, members of the Math Department, and members of the Business Education Department--will implement timelines and benchmarks to monitor the project.

- 7: Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:
- A:
 - Standardized post tests, agreed upon by the 2 departments, will measure the skills in each of the courses which should indicate overall improvement.
 - Course content and markers will indicate what the students should know at the courses' conclusion; courses will be re-evaluated and areas re-written as needed.
 - The instructors of College Algebra, Foundations of Math, and related courses in the Business Education Department should be able to report anecdotal instances of improvement.