Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT

Course Title and Number: MTH 101 – Transitional Math Level B	**Academic Term and Year of Assessment Activity (Ex: Fall, 2014)** Fall 2016
Report Submitted By: Andrea Williams	**Number of Students Assessed: 7**
Date Report Submitted: 1/2/2017	**Number of Sections Included:** 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional section	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
MTH 101 is a transitional math course that serves primarily as the prerequisite to MTH 121 – College Math for General Education. This course does not satisfy the general education requirements of a college-level math course.

| **Assessment Methods** |
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| **Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.** |
| Final exam questions are used as a basis for this assessment. The final was a paper exam. Students were allowed to use a basic (non-fraction capable) calculator. Students were given partial credit based on the work they showed on their test paper, but for purposes of this analysis, only questions receiving full credit are considered correct.

Multiple questions are included in each outcome for analysis. A minimum satisfactory percent of correct responses for each outcome is 75%. Those failing to meet the standard are reviewed on an outcome-by-outcome basis. |

Assessment Results
Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".
Four outcomes were analyzed, and two out of the four met the 75% correct criterion. More details about the outcomes and the assessed questions are included in the Action Plan.

MTH 101 Fall 2016
Analysis of Selected Outcomes
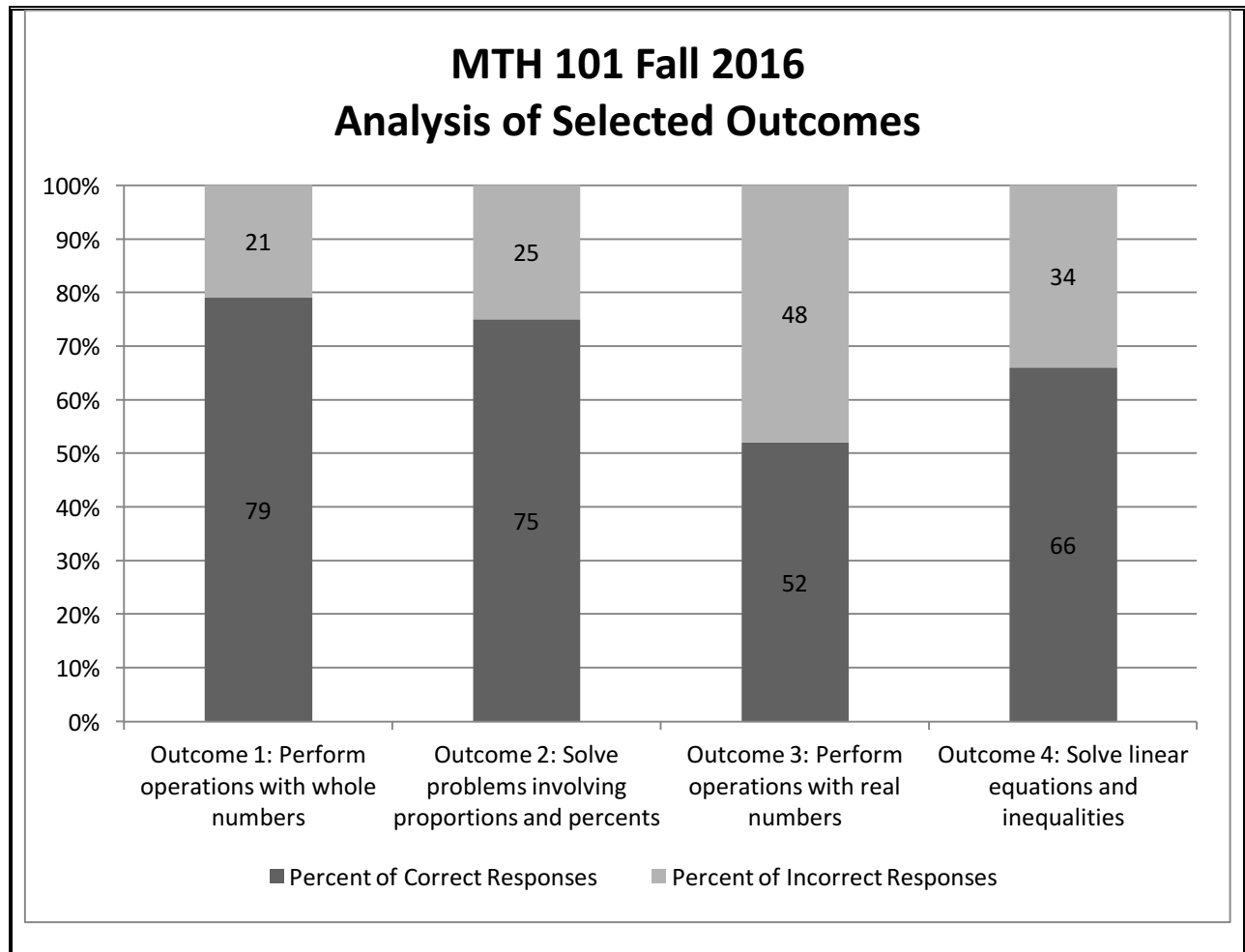
	Course Level Assessment Summary of Outcomes, Indicators and Results			
	Course Level Assessment Summary of Outcomes, Indicators and Results **Course Title and Number: MTH 101 – Transitional Math Level B** **Number of students in assessment sample = 7** **Number of Sections in Assessment = 1** **Add additional rows to table if necessary**			
Learning Outcomes (Insert learning outcomes assessed during this cycle)	**Indicator** (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	**Percent of Correct Responses**	**Percent of Incorrect Responses**	**Performance Standard Met (75%)* (yes or no)**
Outcome 1: Perform operations with whole numbers	**4.** Find the average (mean) of the set of numbers. 88, 80, 75, 57 **5.** Evaluate the following expression. $3 \cdot (7 - 2 + 3 \div 3)^2$	79%	21%	Yes

	11.	Christy went shopping before going on vacation. She bought 3 pairs of shorts for $19 each, 5 tank tops for $32 each, 1 pair of sandals for $35, and 2 bathing suits for $45 each. How much money did Christy spend?			
	19.	Find the perimeter of a triangle with sides of 22 ft, 20 ft, and 23 ft.			
Outcome 2: Solve problems involving proportions and percents	**7.**	If it took 17 hours to drive to your brother's house, how long would you estimate the drive to Atlanta to take? The distance to your brother's house is 629 miles, and the distance to Atlanta is 222 miles.	75%	25%	Yes
	9.	Convert the units of measure as indicated. (1 mi = 5280 ft) 5 mi = _____ ft			
	17.	The Pizza Pie 'N Go sells about 1300 one-topping pizzas each month. The circle graph displays the most requested one-topping pizzas, by percentage, for one month. Find the number of pepperoni pizzas sold each month. Round your answer to the nearest integer. 16% bell pepper / 11% anchovy / 11% onion / 18% pineapple / 44% pepperoni			
	27.	Solve the following problem for the unknown quantity. Round your answer to two decimal places, if necessary. 3% of ____ is 3.			
Outcome 3: Perform	**20.**	Find the value of the following expression using the rules for order of	52%	48%	No

operations with real numbers		operations. $18 + (4)^2 \div (-3 - 1) \cdot 3$ **23.** Evaluate the expression at $x = 0$, $y = -4$ and simplify your answer. $x - 2y + 2$ **29.** Simplify the following expression: $-\lvert -11 \rvert$			
Outcome 4: Solve linear equations and inequalities	**3.** **25.** **26.** **30.** **31.**	Solve the following linear equation. $5x - 40 = 2(5x - 10)$ Solve the following inequality: $-2z - 5 < -3$ Megan owes \$66.25 for text messaging in the month of May. If her text messaging plan costs \$13 for the first 450 messages and 25¢ for each additional text message, how many text messages did she send that month? Solve the formula $I = Prt$ for t. The discount on a new computer was \$180. This was a discount of 12%. What was the original selling price of the computer? Round your answer to the nearest cent.	66%	34%	No

* Please note if using a different minimum performance standard.

Conclusions
Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".

Although the small sample size provides a limited amount of information, most students seem to be receiving and retaining the information they should be from this course. Overall, the students did well on the final exam; a few specific questions reduced the percentages for each outcome. These are discussed in the Action Plan below.

Previous Assessment Reports and Results
Date of Previous Assessment: N/A
List of Outcomes Not Met:
Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".

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Action Plan and Date for Reassessment
Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".

For both Outcomes 1 ("Perform operations with whole numbers") and 3 ("Perform operations with real numbers"), the area of difficulty for students was order of operations. For Outcome 2, ("Solve problems involving proportions and percents"), over half the class did not know how to set up the problem where they had to solve a percent statement for an unknown quantity. The most commonly missed problem under Outcome 4, ("Solve linear equations and inequalities"), was the linear inequality, and the mistake was the same for all who missed it – they forgot to change the direction of the inequality when dividing both sides by a negative number.

In the future, more attention will be given to these specific areas during class time; more homework problems related to these topics will be assigned; and it will be ensured that similar problems are included in the final exam review.

Success in MTH 101 as well as MTH 121 will continue to be monitored to determine the effectiveness and the relevance of this course as a prerequisite.

Proposed date for the next assessment is Fall 2018.

Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)

Ξ Approved as presented
   Approved with recommendations for future reports (Explanation Required)
   Resubmission Required. Reason for Resubmission:

Date: 02-10-17