

Assessment Report
Quality Enhancement Plan Impact Team
Summer Quarter 2010
DRAFT



Implementation Status

	Degree Implemented
Contextual Workbooks	4 programs completed
Curriculum maps	11 programs
Math Bridged Lessons	Follows mapping and workbooks
Math Lab Renovation	100% physical, ongoing development
Embedded Classroom Tutors	Winter Quarter
Cohorts	Ongoing
Success coach	100%
Student Success Course	5 sections, 69 students (summer)
Training, MAT faculty	Follows mapping and workbooks
Training, Occupational Program Faculty	Follows mapping and workbooks

Other items under development:

- Assessments
 - Longitudinal portfolio (begins Fall Quarter)
 - Learning Support student satisfaction survey
 - Program faculty survey
 - Math faculty survey
 - Professional development survey
- COMPASS evaluation
- Early Warning System
- Professional Development for Faculty
 - Math in Career Technical Education
 - Assessment (Winter)
 - Collaborative learning (Winter)
 - Learning styles linked to instructional methods (Winter)
- Professional Development for Math Faculty
 - Math Instruction Techniques
 - Instructional Technology (Winter)

Student Learning Outcomes Assessment

Students will demonstrate mastery of the concepts in Learning Support math courses

	Goal	FY10	Summer 2010
MAT 0097 Exit exam mean	80.00	77.53	84.49
MAT 0097 end-of-quarter students eligible for the final exam	70%	69.46%	75.00%
MAT 0098 Exit exam mean	85.00	85.45	85.61
MAT 0098 end-of-quarter students eligible for the final exam	80%	85.89%	96.00%
MAT 0099 COMPASS exam mean	50.00	50.13	46.38
MAT 0099 end-of-quarter students eligible for the final exam	80%	80.00%	81.25%
MAT 0099 COMPASS pass rate*	tbd		92.30%

The data above is compiled and recorded by the General Education faculty who then share the results with the QEP Impact Team.

*Dr. Holloway's suggested assessment to be discussed at next QEP Impact Team meeting.



Students completing Learning Support math courses will demonstrate mastery of the concepts in their core math courses

	Goal	Spring 2010	Summer 2010
MAT 1012 final exam mean	75	80.80	86.12
MAT 1013 final exam mean	70	73.13	76.63
MAT 1011 final exam mean	79	87.76	85.33
MAT 1111 final exam mean	84	87.15	86.49

The data above is compiled and recorded by the General Education faculty who then share the results with the QEP Impact Team. The data is Gateway data from an Access database that is organized in an Excel file named Program Math Final Exam Means 201004.

Students completing Learning Support math courses will demonstrate mastery of the mathematical concepts in the math portions of their occupational courses

	Goal	Fall 09	Summer 2010
Notes test in ACC 102, subset mean scores	85	100	100%
Ohm's test in IFC 101, subset mean scores	85	88	n/o
Drug Calculations in AHS 102, subset mean scores	85	87	90.7%
Metric Conversion in MAS 103, mean test scores	85	n/a	n/o
Scales Worksheet in DDF 100, subset mean scores	85	88.9	n/o

n/o = not offered this particular quarter

The data above comes from a faculty member teaching the course. For the Notes test in ACC 102, there are 10 questions calculating interest that are used. In the ohm's test in IFC 101, there are 42 questions calculating Ohm's law that are used. In AHS 102, the drug calculations test is almost completely used and involved ratios/proportions and multiplying of fractions. In MAS 103, there are a section of metric conversion problems that are used. The Scales worksheet is a course pre-test in DDF 100 that covers general math functions.

MAS 103 and DDF 100 were not offered Summer Quarter.



Students completing Learning Support math courses will enter the workforce with appropriate math skills

	Goal	Spr 09	Summer 10
Work Ready, math subset mean scores, diploma	5.0	4.47	4.57
Work Ready, math subset mean scores, degree	5.75	4.96	5.33
		FY08	FY09
Employer satisfaction survey results	100%	100%	100%

The data above comes from the MGTC Intranet. The path is Banner Reports>Grade Reports>Diploma Graduate Work Ready Score for the diploma graduates scores and Banner Reports>Grade Reports>Degree Graduate Work Ready Score for the degree graduates. The scores are then inserted into an Excel file, sorted, and analyzed.

Ancillary Improvements

Program Ready versus Learning Support Course Attainment

	Goal	Spring 08		Summer 10	
		Program Ready	Learning Support	Program Ready	Learning Support
MAT 1011	80%	78%	50%	75%	50%
MAT 1012	80%	51%	50%	64%	13%
MAT 1013	80%	40%	43%	69%	25%
MAT 1111	80%	74%	67%	98%	100%

Attainment is defined as those final grades for students that are A, B, or C

The data above comes from the MGTC Intranet. The path is Banner Reports>Grade Reports>Learning Support Grade Comparison to Program Ready. The scores are then inserted into an Excel file, sorted, and analyzed.

Learning Support MAT Course Attainment

	Goal	Win 09	Summer 10
MAT 0097	80%	45%	46.15%
MAT 0098	80%	35%	68.27%
MAT 0099	80%	65%	60.00%

Attainment is defined as those final grades for students that are A, B, or C

The data above comes from the MGTC Intranet. The path is Banner Reports>Grade Reports>Grade Listing Per Course. The scores are then inserted into an Excel file, sorted, and analyzed. Attainment in this case is defined as of those students receiving a final grade other than an Incomplete, how many achieved an A, B, or C.

Learning Support Retention

Retention is defined as those students attending either the Mat 0097, 0098, or 0099 course and six quarters later have graduated or are still enrolled. Data at this point is unavailable; those students enrolled in Summer 2010 are not likely to complete a credential until the end of Summer 2011 at the earliest.

Learning Support Attrition

The data above is compiled and recorded by the General Education faculty who then share the results with the QEP Impact Team. Attrition is defined as those students attending either the Mat 0097, 0098, or 0099 course and eventually achieving a technical certificate of credit, diploma, or degree. Data at this point is unavailable; those students enrolled in Summer 2010 are not likely to complete a credential until the end of Summer 2011 at the earliest.

Other areas:

COL 0099

Student Success Coach Student Satisfaction Survey

Summer 2010

N=54

	Strongly Agree	Agree	Disagree	Strongly Disagree	Percent Agree
In general, I feel that the COL 0099 course meets my learning expectations.	34	14	1		97.96%
My teacher use relevant course materials (textbooks, handouts, videos, etc.).	44	8			100.00%
In general, my instructors' grading policies are clear to me.	46	4			100.00%
I am satisfied that I am given adequate opportunities to demonstrate my understanding of course materials.	43	9			100.00%
In general, I feel that my instructor has a genuine interest in my success.	47	5			100.00%
I am satisfied that my instructor has sufficient background knowledge for the COL 0099 course.	43	5			100.00%
In general, I feel that attending COL 0099 is an important contributor to my learning experience.	35	12	3	1	92.16%
In general, I feel that attending COL 0099 is an important contributor to my success in my other learning support course(s).	36	14	3	1	92.59%
In general, I feel that I am a better student because of the COL 0099 course.	29	17	4		92.00%
I would suggest students in learning support math courses should also take the COL 0099 course.	33	15	3		94.12%
	390	103	14	2	96.86%

Student comments:

This course should be mandatory
Great instructor, learned a lot, and enjoyed the class
I have enjoyed this course and contribute this course to much of my success
Mr. Early kept it fun and interesting
Great teacher, one of the best
The instructor was very helpful! Even if you already use a lot of what is taught in this course there is still new things to learn that are very helpful and character building
This class has helped me more than just my ability to improve my study skills and grades. This helped me grow as a person and find worth in myself and greatly improved my life outside of school