

Lane CC Math Division

Plan for Creating a Systematic Assessment Plan

Fall 2005: In our "Collaborating to Assess Programs" in-service activity, we decided to view all Math Division courses as part of one encompassing Math Program. We identified "inputs" and "outputs" for our program assessment process. The chair gave a historical review of the math program. We then discussed the four General Education Core Values (Communicate Effectively, Think Critically, Understand Self & Community, and Explore Academic Disciplines). We mapped these Gen. Ed. Core Values to the nine goals from the Mathematics Division Mission Statement and Goals (June 2000). We roughed out our general plan.

FY 2006: Math Division undertakes an assessment project in Math 111 (College Algebra) to assess students' critical thinking learning outcomes, specifically problem solving, and also implements a pre/post-test to measure value added to students' algebra skills while taking Math 111. One of the objectives of the project was to be a seed project for developing a systematic means within the Mathematics Division to assess our course and our program outcomes on an ongoing basis. The plan we are developing will use the experience gained from the project to create a systematic means for assessing all of our course sequences. The Math Division has recently received retention and success data from IRAP, and we are just beginning to analyze it.

February/ March 2007: Division finalizes student learning outcomes for the Math Program and forms a Math Assessment Team (MAT). The MAT will include the division chair, a lead instructor from tech. math, developmental math, transfer-level math, a part-time math instructor, and the Math Resource Center (MRC) Director.

March/April 2007: Division decides on cycles of assessment for various courses and course sequences.

- Ideas:**
- Work with Council of General Education Chairs (CGEC) to determine the math division responsibilities in assessing general education student learning outcomes
 - 4-year cycle for identified courses and course sequences
 - Review includes assessment of student learning outcomes, assessment of retention and success data.
 - MAT coordinates these reviews with the lead instructors for each course.
 - Course curriculum committees in conjunction with the MAT are responsible for determining regular assessments to be carried out. Sampling should be used (every 4th student?) to minimize work load. Online assessments may also help to reduce work load. Assessments may include common final exam questions, pre/post-tests, student surveys, instructor surveys, review of student portfolios, other in-class assessments, etc.

- Possible course combinations:

Math 10/20	Math 25	Math 22/26	Math 52
Math 76/86	Math 60/65/70/95/96/97	MRC courses	Math 105/106
Math 111/112	Math 211-213	Math 231-233	Math 241-243
Math 251/252	Math 253/254/255	Math 256	Math 261

May 2007 and beyond:

- Curriculum committees begin to determine assessments to be undertaken.
- MAT plans assessments for general education outcomes.