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| Year | 2022-23 |
| Course number and Name: | Math 1332: Contemporary Math |
| Component area: | 2: Mathematics |
| Number of sections offered: | 8 sections |
| Number of students enrolled: | 454 students |
| Contact Person (include email & Phone#) | Jacqueline Jensen-Vallin, jjensenvalli@lamar.edu, x7859 |

**Summary of Continuous Improvement Efforts since Last Report**

*Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.*

Respond here:

Some history: We began offering sections of Math 1332 in Fall 2018, developing our own materials for the course. We expanded the number of sections of the course in subsequent semesters, and moved the course online as well. We developed this course as an alternative for students who were struggling in College Algebra and other algebraic tracks, and it has been very successful for students who don't need an algebraic pathway.

The most important skill in this course is critical thinking. In 2020-2021, 84% of students demonstrated critical thinking skills by the end of the semester, while in 2021-2022 this number fell to 73%. We expect this is in response to students coming out of COVID and the transitional online and hybrid courses. Through the 2022-2023 year, we left students using the same online homework platform to see if we could recover from this phenomenon, but students still don't seem to be showing the growth that we would like. During Spring 2023, a committee met and decided to change textbooks and course materials, so we will be using new materials for this course starting in Fall 2023.

In fall 2022, we rewrote the core assessment problem to be used to assess this course. This was first administered in Spring 2023 and we are gathering feedback from faculty about whether this new assessment measure is a more appropriate assessment of their students. The problem previously being used for assessment was not related to the revised curriculum developed since the passing of HB 2223 in Fall 2018.

**Course highlights Since Last Report**

*Identify and briefly discuss any changes made to the course since the last report.*

Respond here:

The course has moved back to primarily face-to-face (except for one online section, primarily for AP students), but the homework and assessments have remained online to ensure consistency between the online and face-to-face assessments. However, the faculty are unhappy with these results, and so are moving to a new textbook and homework system starting in Fall 2023. We hope that these materials will help engage students more deeply with the mathematical content and will therefore increase their critical thinking skills.

**Table 1. Assessment Results and Analysis for Current Cycle**

| **Stage 1: PLAN** | | | **STAGE 2: DO** | | **Stage 3: STUDY** | |
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| **General Education Competencies Addressed in this Course:** | **Assessment Method(s)** – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data | **Proficiency** – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam | **Benchmark** – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam | **Results of course assessment(s)** | **Analysis of results** – e.g. strengths and weaknesses<br>What does this data tell you?<br>How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes? | **Recommendations for Course based on assessment** |
| Communication (required) | Required core assessment problem | Student demonstrates (a) control of syntax and mechanics, (b) content and purpose, and (c) develops the content and provides an interpretation | 70% of students are acceptable or proficient based on departmental rubric in each of these areas. | On goal (a), 82% acceptable or proficient<br><br>On goal (b), 78% are acceptable or proficient<br><br>On goal (c), 82% are acceptable | We are meeting the goal in this course, and should strive for a higher percent of students to meet this goal. | Continue to encourage good communication skills and increase our desired percent to 80% in each area. |
| Critical Thinking (required) | Required core assessment problem | Student demonstrates an (a) explanation of issues, (b) influence of | 70% of students are acceptable or proficient based on departmental | On goal (a), 86% acceptable or proficient<br><br>On goal (b), 78% | We are meeting the goal in this course, and should strive for a higher percent of | Continue to encourage good critical thinking skills and increase our desired |

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| | | context and assumptions, and (c) gives conclusions and outcomes demonstrating a synthesis of information | rubric in each of these areas. | are acceptable or proficient<br><br>On goal (c), 91% are acceptable | students to meet this goal. | percent to 80% in each area. |
| **Select One:**<br>_x__Empirical & Quantitative Skills<br>___Teamwork<br>___Social responsibility<br>___Personal Responsibility | Required core assessment | Student can (a) represent mathematical ideas symbolically, (b) can calculate and analyze information, and (c) can finalize their analysis | 70% of students are acceptable or proficient based on departmental rubric in each of these areas. | On goal (a), 95% acceptable or proficient<br><br>On goal (b), 95% are acceptable or proficient<br><br>On goal (c), 86% are acceptable | We are meeting the goal in this course, and should strive for a higher percent of students to meet this goal. | Continue to encourage good communication skills and increase our desired percent to 90% in each area. |
| **Select One:**<br>___Empirical & Quantitative Skills<br>___Teamwork<br>___Social responsibility<br>___Personal Responsibility | | | | | | |

Table 2. Continuous Improvement Results Since Last Report

| **STAGE 4: ACT** | | |
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| **Actions/Goals based on data results**<br>**copy last cycles actions/goals and report on progress toward continuous improvement on those here* | **Status**<br>*C=Complete*<br>*P=Progressing*<br>*N=No action taken* | **Discussion of status**<br>*If C, describe efforts that led to accomplishment of actions/goals*<br>*If P, provide update on progress made toward accomplishing actions/goals and what tasks remain*<br>*If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.* |
| Last cycle no actions were taken and no goals were revised because all benchmarks were achieved. For the upcoming review cycle (23-24) we are increasing all benchmarks from 70% to 80%. | P | The new performance benchmarks will be reflected in the 23-24 review cycle. |
| Math 1332 core assessment problem was outdated and didn't match current curriculum. New problem was designed to be implemented in Spring 2023. | C | New problems were developed by the assessment committee in Fall 2022 and used in Spring 2023. New problems were developed by a committee of faculty and instructors who commonly teach the course. |
| The department would like more continuous assessment of core courses, so the core curriculum assessment problem will be administered every semester starting in Fall 2023 instead of only in spring semesters. | P | Beginning in Fall 2023, core curriculum assessment problems will be administered and scored every semester. |