

## Core Curriculum Annual Assessment

Year	2022-23
Course number and Name:	Math 1350: Math for Elementary School Teachers
Component area:	2: Mathematics
Number of sections offered:	3 sections
Number of students enrolled:	56 students
Contact Person (include email & Phone#)	Jacqueline Jensen-Vallin, <a href="mailto:jjensenvalli@lamar.edu">jjensenvalli@lamar.edu</a> , 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:

Our previous assessment of Math 1350 was in spring 2022. The previous assessment had 81% of the students acceptable or proficient in critical thinking, 81% acceptable or proficient in communication, and 74% proficient in quantitative skills. This met our goal of 80% of students being acceptable or proficient in each of these areas. However, the previous assessment problem no longer reflected the content of this course, and so 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.

Based on feedback from the previous chair of education, the materials being used in this course were not supporting the understanding necessary for students studying to be future teachers. Therefore, in fall 2022, we abandoned the previous textbook and began developing in-house materials. Those materials were again used in Spring 2023. These will be classroom tested one more time, in Fall 2023, and then become our departmental materials for all future sections of the course.

### Course highlights Since Last Report

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

Respond here:

Since education majors are the primary audience for this course, we have been working with the college of education to ensure that we are addressing the topics needed for the student's certification exams. A committee in Fall 2022 completed a curriculum audit to ensure that

## Core Curriculum Annual Assessment

education majors were being presented with all learning outcomes on their certification exam, and, because of this audit, some curriculum changes happened in Spring 2023, including in Math 1350.

Core Curriculum Annual Assessment

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

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
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 What does this data tell you? 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.	91% acceptable or proficient	Significantly more students scored “acceptable” than proficient, though many students met our standard. We should look for means to create opportunities for more students to be proficient.	Changing the materials used in the course in 2022-2023, and updating the assessment problem for course indicates improved performance. No changes currently recommended to make sure that we can replicate these results.

Core Curriculum Annual Assessment

Critical Thinking (required)	Required core assessment problem	Student demonstrates (a) an explanation of issues, (b) influence of context and assumptions, and (c) gives conclusions and outcomes demonstrating a synthesis of information	70% of students are acceptable or proficient based on departmental rubric.	100% acceptable or proficient	Significantly more students scored “acceptable” than proficient, though many students met our standard. We should look for means to create opportunities for more students to be proficient.	Changing the materials used in the course in 2022-2023, and updating the assessment problem for course indicates improved performance. No changes currently recommended to make sure that we can replicate these results.
<b>Select One:</b> __x__ Empirical & Quantitative Skills ___ Teamwork ___ Social responsibility ___ Personal Responsibility	Required core assessment problem	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.	78% acceptable or proficient	Significantly more students scored “acceptable” than proficient, though many students met our standard. We should look for means to create opportunities for more students to be proficient.	Changing the materials used in the course in 2022-2023, and updating the assessment problem for course indicates improved performance. No changes currently recommended to make sure that we can replicate these results.
<b>Select One:</b> ___ Empirical & Quantitative Skills ___ Teamwork ___ Social responsibility						

Core Curriculum Annual Assessment

____ Personal Responsibility						
---------------------------------	--	--	--	--	--	--

Core Curriculum Annual Assessment

Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
<b>Actions/Goals based on data results</b> <i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i>	<b>Status</b> <i>C=Complete</i> <i>P=Progressing</i> <i>N=No action taken</i>	<b>Discussion of status</b> <i>If C, describe efforts that led to accomplishment of actions/goals</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Update course materials to provide more opportunities for students to grow in communication, critical thinking, and quantitative skills.	P	In-house materials were developed in the 2022-2023 school year, and are being tested again in Fall 2023. These new materials do indicate growth in the measured areas.