

2021-22 Program Review

- Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented
 - What did you learned from it?
 - What changed?

Our last cycle assessment was related to AB 705 implementations. Trying to understand whether the redesigned placement and curriculum worked as we intended, we tracked and compared Math 200 and Math 200/800 students' demographic and success. Although the data were collected in our statistics classes (discipline-specific), the approach of adding a concurrent support component and corresponding placement was interdisciplinary in nature. We selected our statistics course because currently this course has the biggest number of sections and is required by over 60% of all majors offered at CSM.

From the very beginning, the AB 705 implementation aimed to achieve equity, accurate placement, reduced the success gap of unrepresented and underprepared students, and faster transfer. Based on the CCC Chancellor's office recommendations, in collaboration with the CSM Welcome Center and Counseling, the math department developed criteria and processes, based on which incoming students were placed either in a regular Math 200 or Math 200/800 with support. In addition, affective domain activities and embedded tutoring were added to the support Math 200/800 courses. This assessment plan was our first attempt to evaluate the implemented AB 705 placement and compare student success in Math 200 and Math 200/800 classes.

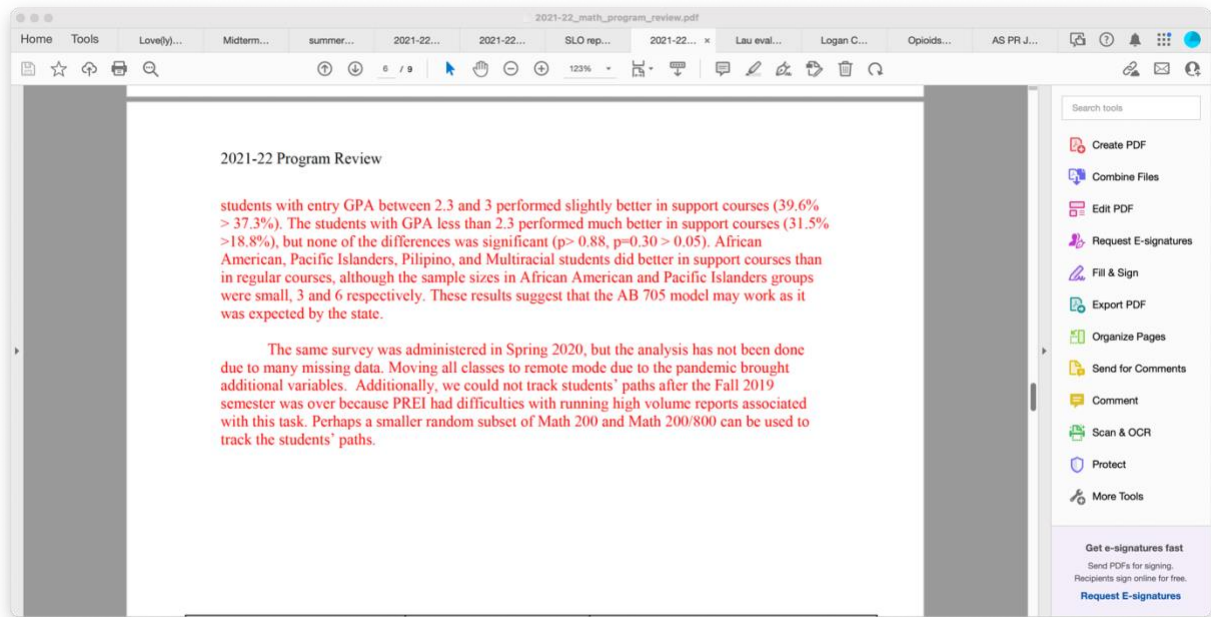
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In Fall 2019, in all Math 200 and Math 200/800 classes, the math department administered a demographic survey on student GPA, age, math background, and some soft skills. Student Fall 2019 success data were obtained from PREI during Spring 2020.

About 496 students responded to the survey, 176 (35%) in support classes and 320 (65%) in regular classes. On average, students in regular sections were older than students in support sections (mean age (regular) =33.0 > mean age (support)=19.7). The GPA in regular and support sections were 3.1 and 2.8 respectively. There were more female students (56%) than male students (42%) in regular classes (2% preferred not to answer), while more male students (54%) than female students (46%) in support classes. More students in support classes than in regular classes reported that it is hard for them to ask questions (54% vs 40%). About 20% of students in regular classes and 24% of students in support classes claimed that they are not organized. This descriptive statistics analysis suggested that the placement in support Math 200/800s courses vs. placement in regular Math 200s courses worked as it was intended.

The inferential statistics analysis was conducted with a smaller number of students 117 in support sections and 164 in regular sections. The online students, high school students, and students with missing data were excluded from the analysis. According to the analysis, the success rate was higher in regular classes than in support classes (53.4% > 45.2%). However, the

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[Math assessment narrative in PR 2021]