

March 23, 2012

MIDDLE TENNESSEE STATE UNIVERSITY
General Education Course Assessment Report

This report is a summary of the activities (assessments and modifications) that have occurred since the course was approved for inclusion in the General Education Program. Please submit the report as an e-mail attachment to the General Education Office at Sheila.Otto@mtsu.edu by March 23, 2012.

Course Prefix/Number and Title: MATH 1710/College Algebra

Report Prepared by: Andrew Worsey and Don Nelson.

1. *Review the original General Education course proposal and revise if necessary (for example, a revised course proposal should reflect any changes in course topics, student activities, evaluation procedures, etc.). Explain the rationale for any revisions to the original proposal. If applicable, attach a revised course proposal.*

Dr. Andrew Worsey was appointed Coordinator for the General Education courses this spring. He, together with members of the Department's Service Course committee, has reviewed the original course proposal. There has been no suggestion of revision of this document.

2. *Attach a common course syllabus. If there is no common syllabus (for example, if course syllabi differ across various sections—honors, learning communities, online, larger sections versus smaller sections, themed sections, etc.), provide a brief summary of the variation and attach representative syllabi.*

The current course syllabus was developed in 2009 and is available online at [http://www.mtsu.edu/math/forms/1710CourseSyllabus .pdf](http://www.mtsu.edu/math/forms/1710CourseSyllabus.pdf)

The syllabus for College Algebra is now being revised by the Service Course committee, and this revised document will be used in fall 2012. All instructors will be required to use the new syllabus, and the Coordinator will oversee the course and instruction. A daily schedule of topics for the course, together with detailed learning outcomes will also be given to instructors in the fall.

3. *Describe how the General Education learning outcomes are assessed and the extent to which students are meeting the outcomes.*

A common final examination is given to all students, and questions target the General Education learning outcomes. An analysis of student performance on the examination is done each year and reported to the General Education Committee.

See http://www.mtsu.edu/gen_ed/tbr_prepilot.php

4. *Discuss recent and/or planned improvements in curriculum, instruction, and/or student performance in response to assessments of student learning.*

The effort to review and assess all General Education courses has just begun this semester. However, we have administered a common final examination in College Algebra for three years. Results have been used to assess TBR learning outcomes. This semester, instructors have been asked to give additional review/emphasis to those topics on which there were lower than a 50% correct response rate.

See reports at http://www.mtsu.edu/gen_ed/tbr_prepilot.php

5. *Describe the process for overseeing this General Education course. (For example, is there a General Education coordinator or committee? What is the role of the coordinator or committee? Does the coordinator/committee review course syllabi? Is there a process for training new Gen Ed faculty? Is there a mentoring or evaluation process in place for Gen Ed faculty?)*

This spring, a Coordinator for the General Education courses was assigned the task of helping to oversee the course. Also, the Department has a Service Course Committee which will be closely involved with monitoring all aspects of the course. A required common syllabus is being developed and the committee will be discussing ideas to standardize assessment beyond the common final. No mentoring or training process is presently in place.

6. *Identify any additional resources needed to improve teaching and learning in this General Education course.*

As a matter of necessity, instruction of College Algebra in the Department is almost entirely assigned to full-time temporary faculty, adjunct faculty, and GTAs. This unfortunate situation disconnects the tenure/tenure-track faculty from the teaching and content of College Algebra as well as the students. I don't foresee any change in this situation.