Assessment Date:  _Fall 2013________________

Faculty Name(s):  Mylene Pelimaino, Ilene Katz and Estela Guerra

1. Course Name and Number:

Basic Math  Self-paced      Math 190A

2. All Course SLOs from the Course Outline of Record:

**Student Learning Outcomes:**
1) Solve numerous problems in order to gain mastery of the arithmetic skills needed for everyday situation.
2) Demonstrate a systematic and logical approach to solving arithmetic problems.
3) Demonstrate the knowledge and skills required to select the correct introductory formulas and apply the correct procedures to solve word problems related to practical situations

3. Specific Course SLO(s) assessed as part of this project:

All of the SLOs of Math 190A

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

Common Final  -  additional related documents at the end of this form – score sheet, test questions, etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

See additional score sheet, test questions at the end of this form.
6. Results and analysis of the data. (Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data at the end of this document.)

Analysis of the data:
Overall, students learned how to work with basic word problems such as finding averages and bank account balances. Students showed some improvement in the area of adding and subtracting fractions compare to the Spring 2013 assessment.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Faculty dialogue occurred as part of the assessment process. We analyzed the result of the SLOA and discuss steps to improve student success.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

We will continue to spend more time teaching individual students or in groups on understanding fractions. Provide an additional sheet for the students to follow that has more of a step-by-step procedure on adding and subtracting of fractions. Recommend students to view fraction videos on the computer.

9. Results of implemented changes, if available at this time:

After implementing changes, the data shows improvement in all of the SLOs 1 – 3 compare to Spring 2013 scores. For example, on the order of operation assessment, the proficient score in the Spring 2013 is 44% and in the Fall 2013 is 70%. On the subtracting fractions assessment, in the Spring 2013, the score is 27% and in the Fall 2013 the score is 48%.

Please save your finished document in the following format:
  yyyysemester-sloa-courseid.doc
  example: 2012fall-sloa-engl101c.doc
Math 190A and Math 190B Research Skills Assessment Results
Fall 2013

Instructors who gave the assessment common final to their classes are
Mylene Pelimiano, Ilene Katz and Estela Guerra

Math 190A

<table>
<thead>
<tr>
<th>SLO#1: Solve numerous problems in order to gain a mastery of the arithmetic skills needed for everyday situation</th>
<th>Proficient (2 points)</th>
<th>Somewhat Proficient (1 point)</th>
<th>Not Proficient (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 63 – 9 x 6 + 24</td>
<td>19 (70%)</td>
<td>6 (22%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>2. 67.6 x 8.9</td>
<td>22 (81%)</td>
<td>4 (15%)</td>
<td>1 (3%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO#2: Demonstrate a systematic and logical approach to solving arithmetic problems.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. 5/54 – 1/24</td>
<td>13 (48%)</td>
<td>5 (19%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO#3: Demonstrate the knowledge and skills required to select the correct introductory formulas and apply the correct procedures to solve word problems related to practical situations.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. What was their average for the tournament?</td>
<td>19 (70%)</td>
<td>4 (15%)</td>
</tr>
<tr>
<td>5. What is the balance in your bank account, if you started with $356.09; made two deposits of $126.50; withdrew $113; and received interest of $18.99?</td>
<td>10 (37%)</td>
<td>12 (44%)</td>
</tr>
</tbody>
</table>

Total number of students who took the common final: 27