Assessment Date:  Spring 2013

Faculty Name(s):  Mylene Pelimaino  and Ilene Katz

1. Course Name and Number:

Basic Math  Self-paced  Math 190B

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

**Student Learning Outcomes Math 190B:**

1) Solve numerous problems in order to gain a mastery of the arithmetic skills needed to solve proportion and percentage problems.
2) Demonstrate a mastery of the skills needed to work on the problems employing the U.S.
3) Customary system and the metric system of measurement and conversion between the two.
4) Solve various real world problems involving proportions, percents, and measurement.

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

All of the SLOs of Math 190B

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 applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):

Analysis of the data:
Students understand solving proportion and working with conversions between the metric and U.S. systems well. Students showed weakness on word problems involving simple interest and bar graph.

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.):

Emphasize multistep problems by working examples to point out the steps, especially word problems involving simple interest and bar graph. Perhaps, while assisting individual students, make the simple interest word problem a personal situation.

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

N/A

Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc
Math 190B Research Skills Assessment Results  
Spring 2013

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

Math 190B

<table>
<thead>
<tr>
<th>SLO#</th>
<th>Description</th>
<th>Proficient (2 points)</th>
<th>Somewhat Proficient (1 point)</th>
<th>Not Proficient (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO#1</td>
<td>Solve numerous problems in order to gain a mastery of the arithmetic skills needed to solve proportion and percentage problems.</td>
<td>13 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>SLO#2</td>
<td>Demonstrate a mastery of the skills needed to work on the problems employing the U.S.</td>
<td>1 (8%)</td>
<td>7 (54%)</td>
<td>5 (38%)</td>
</tr>
<tr>
<td>SLO#3</td>
<td>Customary system and the metric system of measurement and conversion between the two.</td>
<td>12 (92%)</td>
<td>1 (8%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>SLO#4</td>
<td>Solve various real world problems involving proportions, percents, and measurement.</td>
<td>4 (31%)</td>
<td>3 (23%)</td>
<td>6 (46%)</td>
</tr>
</tbody>
</table>

Total number of students who took the common final: 13
Math 190B

Analysis of Data

Students understand solving proportion and working with conversions between the metric and U.S. systems well. Students showed weakness on word problems involving simple interest and bar graph.

Recommendation

Emphasize multistep problems by working examples to point out the steps, especially word problems involving simple interest and bar graph. Perhaps, while assisting individual students, make the simple interest work problem a personal situation.