Assessment Date: _Spring 2013______________

Faculty Name(s): Mylene Pelimaino and Ilene Katz

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 only showed little improvement in the area of adding and subtracting fractions.

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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.

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

**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.

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

N/A

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Please save your finished document in the following format:

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

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

<table>
<thead>
<tr>
<th>SLO#1: Solve numerous problems in order to gain a mastery of the arithmetic skills needed for everyday situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 63 – 9 x 6 + 24</td>
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<tr>
<td>2. 67.6 x 8.9</td>
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</table>

<table>
<thead>
<tr>
<th>SLO#2: Demonstrate a systematic and logical approach to solving arithmetic problems.</th>
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<tbody>
<tr>
<td>3. 5/54 – 1/24</td>
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<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>
</tr>
</thead>
<tbody>
<tr>
<td>4. What was their average for the tournament?</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>
</tr>
</tbody>
</table>

Total number of students who took the common final: 18
Math 190A

Analysis of Data

Overall, students learned how to work with basic word problems such as finding averages and bank account balances. Students only showed little improvement in the area of adding and subtracting fractions.

Recommendation

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.