Assessment Data is from what semester?   ____Spring 2014_______________________

Faculty Name(s):  __Mylene Pelimiano & Ilene Katz________________________________

1. Course Name and Number:

Basic Math Self-paced Math 190B

2. List 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. Is this course on GE Plan A?   ____Yes   __X_ No  (See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)

__Area I Natural Sciences
__Area II Social and Behavioral Sciences
__Area III Fine Arts/Humanities
__Area IV Language and Rationality
__Area V Physical Education/Wellness
__Area VI Intercultural/International Studies
__Area VII Information Competency

5. How did you assess the SLO(s)?  (Attach any related documents at end of form.)

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

6. Results and analysis of the data.  (Attach any related documents at end of form.)

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, however compared to the assessment a year ago on Spring 2013, there are improvement in the students’ proficiency. On the word problem involving simple interest the score improved from 8% to now 31%. On the bar graph exercise, the score increased from 31% to 46%.

7. What are you going to do based on the results of the data? (Any planned revisions?)
Since the recommendation last year is working, we will continue to 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. In addition, recommend students to view how to solve word problems videos on the computer.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc

Math 190B Research Skills Assessment Results
Spring 2014

Instructors who participated in the assessment of Math 190B are
Mylene Pelimiano and Ilene Katz

Math 190B

<table>
<thead>
<tr>
<th>SLO#1: Solve numerous problems in order to gain a mastery of the arithmetic skills needed to solve proportion and percentage problems.</th>
<th>Proficient (2 points)</th>
<th>Somewhat Proficient (1 point)</th>
<th>Not Proficient (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ( \frac{N}{15} = \frac{28}{12} )</td>
<td>12 (92%)</td>
<td>1 (8%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO#2: Demonstrate a mastery of the skills needed to work on the problems employing the U.S. customary system and the metric system of measurement and conversion between the two.</th>
<th>Proficient (2 points)</th>
<th>Somewhat Proficient (1 point)</th>
<th>Not Proficient (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. You borrow $5,500. If the loan has a simple interest rate of 12.7% per year and you plan to pay it back in 24 months, what monthly payment is needed to pay off the loan?</td>
<td>4 (31%)</td>
<td>8 (62%)</td>
<td>1 (33%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO#3: Solve various real world problems involving proportions, percents, and measurement.</th>
<th>Proficient (2 points)</th>
<th>Somewhat Proficient (1 point)</th>
<th>Not Proficient (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. A bar graph displaying sales shows for May: $95,000 and for June: $87,400. Find the percent decrease in sales from May to June.</td>
<td>6 (46%)</td>
<td>6 (46%)</td>
<td>1 (8%)</td>
</tr>
</tbody>
</table>

Total number of students who took the common final: 13
Analysis of Data

Math 190B

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, however compared to the assessment a year ago on Spring 2013, there are improvement in the students’ proficiency. On the word problem involving simple interest the score improved from 8% to now 31%. On the bar graph exercise, the score increased from 31% to 46%.

Recommendation

Math 190B

Since the recommendation last year is working, we will continue to 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. In addition, recommend students to view how to solve word problems videos on the computer.