

COURSE SLO ASSESSMENT REPORT, SCC

Department: Mathematics Course: Math 060

Year: 2011 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>Solve word problems and equations involving linear, quadratic and rational expressions using appropriate algebraic techniques.</p>	<p>Students were given a department final. Two free- response word problems were assessed that covered this SLO.</p> <p>The rubric was a scale from 0 - 3: 3: Correct – appropriate algebraic setup. 2: Minor error or algebraic setup. 1: Attempted – no appropriate algebra used. 0: Blank</p>	<p>Five finals from all 16 sections were randomly chosen (n=80). The overall percentage of rubric scores are given as well as the grade in the course for each rubric score.</p> <p>Score 3 - 20% overall A: 43%, B: 29%, C: 14% , D: 14%</p> <p>Score 2 - 25.7% overall A: 11%, B: 33%, C: 56%</p> <p>Score 1 - 28.6% overall C: 50%, D: 20%, Missing: 30%</p> <p>Score 0 – 25.7% overall A: 11%, B: 11%, C: 11%, D: 34%, F: 22%, Missing: 22%</p>	<p>Most of the students, who showed mastery (2 or 3) for reading problems, passed the class. There are some students who passed with high marks without even attempting the word problems.</p> <p>There were several “hunt and peck” approaches to solving these problems. Although accurate, it is not on a collegiate level.</p>	<p>Discuss how much word problems are weighted in the class. Can a student get an “A” or “B” and never do a reading problem?</p> <p>Also, discuss appropriate algebraic approaches. Is solving without ever using a variable, acceptable on a college level?</p>