

# Course Student Learning Outcomes Assessment

**MATH 140 College Algebra**

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## **General Information (Course Student Learning Outcomes Assessment)**

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# Standing Requirements

## Course Description

Survey of advanced topics in algebra: equations inequalities and functions involving polynomials rationals exponentials and logarithms with applications and graphing; sequences and series.

## Course Student Learning Outcomes

### MATH 140 College Algebra Outcome Set

#### Outcome

##### Outcome

Outcome 1  
Use algebraic, numerical, and graphical processes to manipulate and analyze equations, inequalities, and functional relationships.

Outcome 2  
Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

##### Mapping

**Institutional Student Learning Outcomes:** Communicate 1, Communicate 2, Communicate 3, Think 1, Think 2

**Institutional Student Learning Outcomes:** Communicate 1, Communicate 2, Communicate 3, Learn 3, Think 1

## 2014-2015 Assessment Cycle

### Measurements

#### Outcomes and Measures

### MATH 140 College Algebra Outcome Set

#### Outcome

##### Outcome 2

Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

▼ **Measure:** Math 140 - SLO 2 - Fall 2014  
Course level; Direct - Exam

**Description of Measurement Tool:** Instructors were asked to place 4 embedded questions into their finals to be given to students. They are chosen from a database of questions. One question was chosen to assess.

This question contained the following:

- Students were asked to create a linear equation based on some information given
- Students were asked to create an exponential equation based on some information given
- Students were asked to use their equations to predict a future value
- Students were asked to assess which equation was more appropriate to the information and why

The rubric used:

- 1 pt. – Correctly create a linear equation
- 1 pt. – Correctly create an exponential equation
- 1 pt. – Use equations correctly predict \*
- 1 pt. – Analyze which model is more appropriate based on the information given\*\*

\*Note: A student who correctly used their equation, found (whether it is right or wrong) to predict received the point

\*\*Note: Both answers were accepted based on the defense the students gave to their reasoning.

**Criteria for Success: Individual & Collective Student Criterion:** Individually, success is a score of 2\*, 3, or 4  
Collectively, success is defined as 70% of the students being individually successful.

\*Students getting 2 on the assessment demonstrated an understanding of at least one aspect of the problem, be it the concepts behind it or the actual algebra used throughout it.

**Cycle of Assessment:** This outcome is assessed every three years.

For this report, the data was gathered at the end of Fall 2014. After being analyzed the results will be reported via email to the entire department and discussed during a Flex activity in the Fall 2015.

**Who is Responsible for Assessment Activity?:** The Math 140 coordinator of record for 2014-2015, Alison Williams, is responsible for the assessment.

### Findings

#### Finding per Measure

### MATH 140 College Algebra Outcome Set

#### Outcome

**Outcome 2**

Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

▼ **Measure:** Math 140 - SLO 2 - Fall 2014

Course level; Direct - Exam

**Description of Measurement Tool:** Instructors were asked to place 4 embedded questions into their finals to be given to students. They are chosen from a database of questions. One question was chosen to assess.

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\*Note: A student who correctly used their equation, found (whether it is right or wrong) to predict received the point

\*\*Note: Both answers were accepted based on the defense the students gave to their reasoning.

**Criteria for Success: Individual & Collective Student Criterion:** Individually, success is a score of 2\*, 3, or 4

Collectively, success is defined as 70% of the students being individually successful.

\*Students getting 2 on the assessment demonstrated an understanding of at least one aspect of the problem, be it the concepts behind it or the actual algebra used throughout it.

**Cycle of Assessment:** This outcome is assessed every three years.

For this report, the data was gathered at the end of Fall 2014. After being analyzed the results will be reported via email to the entire department and discussed during a Flex activity in the Fall 2015.

**Who is Responsible for Assessment Activity?:** The Math 140 coordinator of record for 2014-2015, Alison Williams, is responsible for the assessment.

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**Findings** for Math 140 - SLO 2 - Fall 2014

**Summary of Findings:** There were 9 of the 9 sections offered that were assessed. All the students from every class was assessed for a total of 233. Results of the points awarded are as follows:

Pts.	Freq.
0	63
1	56
2	47
3	51
4	16

So the student rates are:

51% of students scored 0-1 (Unsuccessful)

49% of students scored 2-4 (Successful)

**Results:** Criteria for Success Achievement Status: Not Met

**Analysis of Findings:** Our success rates are not as high as we like.

From last assessment

Based on this same SLO and problem that was assessed last semester, at first glance one would think that success rates have improved. But a major change was implemented this time: students that received a 2 were considered successful. This was done after careful thought and consideration to the goals of the problem and explained under Criteria for Success: Individual & Collective Student Criterion.

New embedded questions were written by a committee formed by professors who teach math 140. From these questions, I selected 4 to be embedded into all math 140 finals.

Areas of concern

The textbook for this class was chosen because it emphasizes the conceptual aspects of algebra

and applies them to real-world problems. It frequently asks students to analyze their results and discuss why the results came out the way they did and whether or not it is reasonable. Because this book departs from a more rigorous college algebra book, there is a concern that the instructor may not be spending time on the conceptual analysis like they should be. It seemed that the last part of this question (analyzing which model works) was the most difficult part for students. It is, however, the “college level” part of the question.

Though most students were able to create a linear equation, they had great difficulty creating the exponential equation.

When they were asked to use the equations to predict, many of them were didn’t use the exponential equation to make a prediction because they knew it was incorrect.

**Additional Information**

An additional analysis by class showed that the best success rate was 66%, which still doesn’t reach the success rate we want but it certainly closer to our goal. The worst success rate was 26% and all the classes ranged between these two rates indicated.

**Recommendations:** These results will be sent to current and past Math 140 instructors. They will also be discussed in greater detail at a Flex activity offered in the Fall 2015.

Encourage instructors to focus on the conceptual part of the problems, taking more time to discuss the “why” in the questions asked. Also, do a better job emphasizing to the instructors the major goals of the class, such as being able to think about the problems from a more conceptual thought process and creating appropriate models for real world scenarios. In addition, there needs to be some discussion of ideas on how to better reach our students with these important concepts such as sharing strategies that have shown success and developing new strategies to try.

The SLO is very broad. We might need to rewrite the SLOs to more accurately reflect what we want students to master and analyze 2 problems that fit the criteria for the SLO to compare.

There is a much broader discussion about whether or not students that are passing the class are in fact mastering the SLOs. We need to do analysis of this and we also need to consider that assessing based the SLOs based on a final review might not accurately reflect what the students demonstrated when tested immediately after being taught the material. Students are under a great deal of stress during finals week and therefore may not performing their best.

**This Findings is associated with the following Actions:**

**Math 140 SLO 2 Action Plan Fall 2014**

(Plans of Action; 2014-2015 Assessment Cycle)

**Overall Recommendations**

*No text specified*

 **Plans of Action**

**Actions**

**MATH 140 College Algebra Outcome Set**

**Outcome**

**Outcome 2**

Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

**▼ Action: Math 140 SLO 2 Action Plan Fall 2014**

**This Action is associated with the following Findings**

**Findings for Math 140 - SLO 2 - Fall 2014**

(Measurements and Findings; 2014-2015 Assessment Cycle)

**Summary of Findings:** There were 9 of the 9 sections offered that were assessed. All the students from every class was assessed for a total of 233. Results of the points awarded are as follows:

Pts. Freq.  
0 63

1 56

2 47

3 51

4 16

So the student rates are:

51% of students scored 0-1 (Unsuccessful)

49% of students scored 2-4 (Successful)

**Details of Plan of Action:** These results will be sent to all full-time and part-time math faculty and will be discussed at our department meeting. The following will be addressed:

1. Email this document to math 140 faculty (past and present) and include analysis of trouble areas so that faculty who are currently teaching math 140 might be more aware of our trouble areas in the current semester.
2. Hold a Flex activity in Fall 2015 to discuss the results of the SLO analysis, share specific techniques that are working, and come up with new ideas to try and reach our students with the major concepts for the course
3. Rewrite the SLOs for the course. Make more of them and present them to the department for feedback and refining. Implement the new SLOs in the summer of 2015.
4. Update math 140 Course Reference Sheet to more accurately reflect the critical topics in math 140 and the new SLOs.
5. Work more closely with faculty who are new to teaching math 140 prior to the Fall 2015 semester. Perhaps explore a workshop.
6. Begin an analysis of the correlation between student success in the class versus student success on the SLO assessed.

**Plan of Action Timeline:** Spring 2015: The Plan of Action will begin during the next scheduled faculty meeting after the assessment. Faculty meetings are once a month during Fall and Spring semesters.

Fall 2015 – Fall 2017: All faculty teaching Math \_\_\_\_ will be given reminders of the SLO results and the suggestions laid out in our Plan of Action at the beginning of each semester in their welcome packet.

Fall 2017: New Data will be collected to reassess the SLOs that closely relate to this one.

**Who is responsible for carrying out the Plan of Action?:** The Math 140 coordinator of record for 2015-2017 will be responsible for the assessment.

**How will you determine if the Plan of Action has been effective?:** After we rewrite the SLOs with more detail, we will reassess the SLOs that closely relate to this one in three years to determine if this Plan of Action was successful.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

## ❖ Status Reports

### Action Statuses

## MATH 140 College Algebra Outcome Set

### Outcome

#### Outcome 2

Formulate and analyze mathematical models for a variety of real-world phenomenon and use

#### ▼ Action: Math 140 SLO 2 Action Plan Fall 2014

**Details of Plan of Action:** These results will be sent to all full-time and part-time math faculty and will be discussed at our department meeting. The following will be addressed:



mathematical and technological tools to determine the veracity of the model.

1. Email this document to math 140 faculty (past and present) and include analysis of trouble areas so that faculty who are currently teaching math 140 might be more aware of our trouble areas in the current semester.
2. Hold a Flex activity in Fall 2015 to discuss the results of the SLO analysis, share specific techniques that are working, and come up with new ideas to try and reach our students with the major concepts for the course
3. Rewrite the SLOs for the course. Make more of them and present them to the department for feedback and refining. Implement the new SLOs in the summer of 2015.
4. Update math 140 Course Reference Sheet to more accurately reflect the critical topics in math 140 and the new SLOs.
5. Work more closely with faculty who are new to teaching math 140 prior to the Fall 2015 semester. Perhaps explore a workshop.
6. Begin an analysis of the correlation between student success in the class versus student success on the SLO assessed.

**Plan of Action Timeline:** Spring 2015: The Plan of Action will begin during the next scheduled faculty meeting after the assessment. Faculty meetings are once a month during Fall and Spring semesters.

Fall 2015 – Fall 2017: All faculty teaching Math \_\_\_\_ will be given reminders of the SLO results and the suggestions laid out in our Plan of Action at the beginning of each semester in their welcome packet.

Fall 2017: New Data will be collected to reassess the SLOs that closely relate to this one.

**Who is responsible for carrying out the Plan of Action?:** The Math 140 coordinator of record for 2015-2017 will be responsible for the assessment.

**How will you determine if the Plan of Action has been effective?:** After we rewrite the SLOs with more detail, we will reassess the SLOs that closely relate to this one in three years to determine if this Plan of Action was successful.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

**Status** for Math 140 SLO 2 Action Plan Fall 2014

*No Status Added*

## Status Summary

*No text specified*

## Summary of Next Steps

*No text specified*

## 2013-2014 Assessment Cycle

### Measurements

#### Outcomes and Measures

### MATH 140 College Algebra Outcome Set

#### Outcome

##### Outcome 1

Use algebraic, numerical, and graphical processes to manipulate and analyze equations, inequalities, and functional relationships.

▼ **Measure:** Math 140 SLO 1  
Course level; Direct - Exam

**Description of Measurement Tool:** Description of Measurement Tool:  
Students are given a departmental final with an embedded, three-part, free-response question pertaining to specific topics for this SLO.

- Graph a cost and revenue equation
- Discuss what the slope of the cost equation represents graphically and interpretively as cost
- Algebraically find the breakeven point and explain its meaning.

Rubric:

- 1 pt. – Graphing both equations
- 1 pt. – Correctly discussing slope graphically and within the cost function
- 1 pt. – Correctly solving for the breakeven point
- 1 pt. – Correctly interpreting the breakeven point

**Criteria for Success: Individual & Collective Student Criterion:** Individually, success is an average score of 3 or 4 on the rubric scale.  
Collectively, success is defined as 70% of the class being individually successful.

**Cycle of Assessment:** This outcome is assessed every three years.

For this report, the data was gathered in Fall 2013, collated, analyzed, reported, and discussed in Spring 2014, with recommendations implemented in Fall 2014.

**Who is Responsible for Assessment Activity?:** The Math 140 coordinator of record for 2013-2014, Alison Williams, is responsible for the assessment.

##### Outcome 2

Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

▼ **Measure:** Math 140 SLO 2  
Course level; Direct - Exam

**Description of Measurement Tool:** Students are given a departmental final with an embedded, three-part, free-response question pertaining to specific topics for this SLO.

- Create an exponential equation based on data
- Identify growth rate/factor
- Use your function to predict

Rubric:

- 1 pt. – Correctly identifying initial value
- 1 pt. – Correctly calculating growth factor
- 1 pt. – Correctly identifying growth factor and growth rate
- 1 pt. – Using equation to predict an amount in the correct way

**Criteria for Success: Individual & Collective Student Criterion:** Individually, success is an average score of 3 or 4 on the rubric scale.  
Collectively, success is defined as 70% of the class being individually successful.

**Cycle of Assessment:** This outcome is assessed every three years.

For this report, the data was gathered in Spring 2014, collated, analyzed, reported, and discussed in Fall 2014, with recommendations implemented in Spring 2015.

**Who is Responsible for Assessment Activity?:** The Math 140 coordinator of record for 2013-2014, Alison Williams, is responsible for the assessment.

## Findings

### Finding per Measure

## MATH 140 College Algebra Outcome Set

### Outcome

#### Outcome 1

Use algebraic, numerical, and graphical processes to manipulate and analyze equations, inequalities, and functional relationships.

#### ▼ Measure: Math 140 SLO 1 Course level; Direct - Exam

##### **Description of Measurement Tool:** Description of Measurement Tool:

Students are given a departmental final with an embedded, three-part, free-response question pertaining to specific topics for this SLO.

- Graph a cost and revenue equation
- Discuss what the slope of the cost equation represents graphically and interpretively as cost
- Algebraically find the breakeven point and explain its meaning.

##### Rubric:

- 1 pt. – Graphing both equations
- 1 pt. – Correctly discussing slope graphically and within the cost function
- 1 pt. – Correctly solving for the breakeven point
- 1 pt. – Correctly interpreting the breakeven point

**Criteria for Success: Individual & Collective Student Criterion:** Individually, success is an average score of 3 or 4 on the rubric scale.

Collectively, success is defined as 70% of the class being individually successful.

**Cycle of Assessment:** This outcome is assessed every three years.

For this report, the data was gathered in Fall 2013, collated, analyzed, reported, and discussed in Spring 2014, with recommendations implemented in Fall 2014.

**Who is Responsible for Assessment Activity?:** The Math 140 coordinator of record for 2013-2014, Alison Williams, is responsible for the assessment.

#### Findings for Math 140 SLO 1

**Summary of Findings:** Four of the nine sections offered were assessed (n=98).

Pts.	Freq.
0	17
1	31
2	24
3	18
4	8

\*Note: A student who accurately found the x-value in the breakeven point but didn't plug it back in to find the cost/revenue at that value received full credit for finding the breakeven point.

**Results:** Criteria for Success Achievement Status: Not Met

**Analysis of Findings:** 26% of students graded scored 3-4 points. This result is particularly discouraging. It's possible that this could be attributed to the online class that was included in the results since several of those students found the correct breakeven point but did not use algebra to find it. This is a reoccurring problem with online students.

73% of students scored 0-2 points. A healthy portion of those being 2 points. I found it interesting that in the two lecture classes where grades were known, students who scored 2 points on the question often got a C on the final or a C in the class.

**Recommendations:** The information needs to be made known to faculty who teach this class. In particular, adjunct faculty, who make up a large percent of those who teach math 140.

Further, emphasis needs to be placed on the algebraic approach to a problem in our online math 140 class.

In addition, the connection between scoring a 2 and getting a C might suggest that the level for success might need to be discussed further with other faculty.

Last, this was only 4 sections of math 140 finals, more finals should be included to make certain that these numbers are accurate.

## Outcome 2

Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

### ▼ Measure: Math 140 SLO 2 Course level; Direct - Exam

**Description of Measurement Tool:** Students are given a departmental final with an embedded, three-part, free-response question pertaining to specific topics for this SLO.

- Create an exponential equation based on data
- Identify growth rate/factor
- Use your function to predict

Rubric:

- 1 pt. – Correctly identifying initial value
- 1 pt. – Correctly calculating growth factor
- 1 pt. – Correctly identifying growth factor and growth rate
- 1 pt. – Using equation to predict an amount in the correct way

**Criteria for Success: Individual & Collective Student Criterion:** Individually, success is an average score of 3 or 4 on the rubric scale.

Collectively, success is defined as 70% of the class being individually successful.

**Cycle of Assessment:** This outcome is assessed every three years.

For this report, the data was gathered in Spring 2014, collated, analyzed, reported, and discussed in Fall 2014, with recommendations implemented in Spring 2015.

**Who is Responsible for Assessment Activity?:** The Math 140 coordinator of record for 2013-2014, Alison Williams, is responsible for the assessment.

### Findings for Math 140 SLO 2

**Summary of Findings:** Six of the nine sections offered were assessed (n=157).

Pts. Freq.  
0 21  
1 42  
2 46  
3 24  
4 24

\*Note: A student who found the wrong growth factor, but correctly identified which number would represent the growth factor and correctly calculated the growth rate from that incorrect number, received the point.

\*\*Note: A student who correctly used their equation found (whether it is right or wrong) to predict received the point.

**Results:** Criteria for Success Achievement Status: Not Met

**Analysis of Findings:** 31% of students graded received 3-4 points for this problem. These results, though better than last years SLO assessment, are very poor.

69% of students graded received 3-4 points for this problem. Unlike last year, two sets of class grades were made available for analysis, so I was unable to see if scoring 2 points connected at all to students who barely pass, i.e. "C students."

**Recommendations:** A flex meeting has been scheduled in which the SLO assessments will be a topic of discussion. Hopefully from this we can reach more adjunct faculty and work together to improve grades.

We are switching to embedded questions this next semester. A committee is being formed to write new questions which includes one of our adjunct faculty, so we will see if that has any impact on the scores.

We might discuss rewriting the SLOs for this course. In particular, making 4 SLOs instead of two.

Last, I will request for the final grades again next time, but I'm going to follow up with anyone who fails to provide them. My goal is to see if there are any correlations between mastery and student's final grade in the class.

## Overall Recommendations

*No text specified*

## Plans of Action

### Actions

## MATH 140 College Algebra Outcome Set

### Outcome

#### Outcome 1

Use algebraic, numerical, and graphical processes to manipulate and analyze equations, inequalities, and functional relationships.

#### ▼ Action: Math 140 SLO 1

##### **This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Details of Plan of Action:** These results will be sent to all full-time and part-time math faculty, and will be discussed at our department meeting. The following will be addressed:

- 1) Emphasis needs to be placed on the algebraic approach to a problem in our online math 140 class.
- 2) The standard for success might need to be discussed further with other faculty considering the connection between scoring a 2 and getting a C.
- 3) More effort will be made to collect finals from ALL sections to make certain the next assessment is accurate.

**Plan of Action Timeline:** Spring 2014: The Plan of Action will begin during the next scheduled faculty meeting after the assessment. Faculty meetings are once a month during Fall and Spring semesters.

Fall 2014 – Fall 2016: All faculty teaching Math 140 will be given reminders of the SLO results and the suggestions laid out in our Plan of Action at the beginning of each semester in their welcome packet.

Fall 2016: New Data will be collected to reassess this SLO.

**Who is responsible for carrying out the Plan of Action?:** The Math 140 coordinator of record for 2014-2017 will be responsible for the assessment.

**How will you determine if the Plan of Action has been effective?:** We will reassess this SLO in three years to determine if this Plan of Action was successful.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

**Outcome 2**

Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

▼ **Action: Math 140 SLO 2**

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Details of Plan of Action:** These results will be sent to all full-time and part-time math faculty, and will be discussed at our department meeting. The following will be addressed:

- 1) A flex meeting has been scheduled in which the SLO assessments will be a topic of discussion in order to reach more adjunct faculty who make up a large portion of our Math 140 instructors.
- 2) A committee is being formed to write new questions which includes one of our adjunct faculty, so we will see if that has any impact on the scores.
- 3) Coordinator will follow up with instructors to ensure receiving final grades. My goal is to see if there are any correlations between mastery and student's final grade in the class.

**Plan of Action Timeline:** Fall 2014: The Plan of Action will begin during the next scheduled faculty meeting after the assessment. Faculty meetings are once a month during Fall and Spring semesters.

Spring 2015 – Spring 2017: All faculty teaching Math 60 will be given reminders of the SLO results and the suggestions laid out in our Plan of Action at the beginning of each semester in their welcome packet.

Spring 2017: New Data will be collected to reassess this SLO.

**Who is responsible for carrying out the Plan of Action?:** The Math 140 coordinator of record for 2014-2017 will be responsible for the assessment.

**How will you determine if the Plan of Action has been effective?:** We will reassess this SLO in three years to determine if this Plan of Action was successful.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

 **Status Reports**

**Action Statuses**

**MATH 140 College Algebra Outcome Set**

**Outcome**

**Outcome 1**

Use algebraic, numerical, and graphical processes to manipulate and analyze equations, inequalities,

▼ **Action: Math 140 SLO 1**

**Details of Plan of Action:** These results will be sent to all full-time and part-time math faculty, and will be discussed at our department meeting. The following will be addressed:

and functional relationships.

- 1) Emphasis needs to be placed on the algebraic approach to a problem in our online math 140 class.
- 2) The standard for success might need to be discussed further with other faculty considering the connection between scoring a 2 and getting a C.
- 3) More effort will be made to collect finals from ALL sections to make certain the next assessment is accurate.

**Plan of Action Timeline:** Spring 2014: The Plan of Action will begin during the next scheduled faculty meeting after the assessment. Faculty meetings are once a month during Fall and Spring semesters.

Fall 2014 – Fall 2016: All faculty teaching Math 140 will be given reminders of the SLO results and the suggestions laid out in our Plan of Action at the beginning of each semester in their welcome packet.

Fall 2016: New Data will be collected to reassess this SLO.

**Who is responsible for carrying out the Plan of Action?:** The Math 140 coordinator of record for 2014-2017 will be responsible for the assessment.

**How will you determine if the Plan of Action has been effective?:** We will reassess this SLO in three years to determine if this Plan of Action was successful.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

#### Status for Math 140 SLO 1

*No Status Added*

## Outcome 2

Formulate and analyze mathematical models for a variety of real-world phenomenon and use mathematical and technological tools to determine the veracity of the model.

### ▼ Action: Math 140 SLO 2

**Details of Plan of Action:** These results will be sent to all full-time and part-time math faculty, and will be discussed at our department meeting. The following will be addressed:

- 1) A flex meeting has been scheduled in which the SLO assessments will be a topic of discussion in order to reach more adjunct faculty who make up a large portion of our Math 140 instructors.
- 2) A committee is being formed to write new questions which includes one of our adjunct faculty, so we will see if that has any impact on the scores.
- 3) Coordinator will follow up with instructors to ensure receiving final grades. My goal is to see if there are any correlations between mastery and student's final grade in the class.

**Plan of Action Timeline:** Fall 2014: The Plan of Action will begin during the next scheduled faculty meeting after the assessment. Faculty meetings are once a month during Fall and Spring semesters.

Spring 2015 – Spring 2017: All faculty teaching Math 60 will be given reminders of the SLO results and the suggestions laid out in our Plan of Action at the beginning of each semester in their welcome packet.

Spring 2017: New Data will be collected to reassess this SLO.

**Who is responsible for carrying out the Plan of Action?:** The Math 140 coordinator of record for 2014-2017 will be responsible for the assessment.

**How will you determine if the Plan of Action has been effective?:** We will reassess this SLO in three years to determine if this Plan of Action was successful.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

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**Status** for Math 140 SLO 2

*No Status Added*

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*



## 2012-2013 Assessment Cycle

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 **Measurements**

 **Findings**

 **Plans of Action**

 **Status Reports**