

PROGRAM SLO ASSESSMENT REPORT, SCC

Department: Mathematics Course: Math 150 Business Calculus

Year: 2009 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>Apply appropriate critical thinking, analytical reasoning and problem solving techniques to model real world contexts...</p> <p>Interpret and communicate mathematical results in a clear and accurate manner.</p> <p>Analyze the results of modeling real world data and contrast interpolative and extrapolative barriers to their application.</p>	<p>Used an agreed upon final question that used derivatives to analyze and interpret data regarding temperature and humidity.</p> <p>4 – Accurate work and interpretation.</p> <p>3 – Correct work with small errors with units or such in interpretation</p> <p>2- Work, but no interpretation</p> <p>1- Tried but incorrect work.</p> <p>0 - Blank</p>	<p>There were 50 students to take the final in two Math 150 classes. The assessment was of all 50 final exams.</p> <p>The percentage of students that received the following rubric scores are as follows:</p> <p>4 – 50%</p> <p>3 – 16%</p> <p>2 – 36%</p> <p>1 – 26%</p> <p>0 – 12%</p>	<p>The biggest area of concern is the lack of interpretation. Students can often do the mechanics, but cannot describe what they've found in the context of the problem.</p> <p>The research does not show whether it is an issue regarding understanding the concept, willing to write in mathematics, or merely not reading the instructions thoroughly.</p>	<p>Discuss results with all Math instructors.</p> <p>Put more emphasis on interpretation of results in Beginning Algebra on up.</p> <p>Develop examples of problems where the students just interpret results.</p> <p>Get students to write more in class.</p>