PROGRAM SLO ASSESSMENT REPORT, SCC

Department: Mathematics Course: N06
Year: 2012 Semester: Fall

<table>
<tr><th>1) Outcome to be assessed</th><th>2) Means of assessment and criteria of success</th><th>3) Summary of data collected</th><th>4) Analysis of data</th><th>5) Plan of action/what to do next</th></tr>
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<td>Read, define and apply arithmetic vocabulary and symbols.</td>
<td>Four vocabulary-based questions were looked at and recorded as correct or incorrect. The vocabulary questions were:
• LCD
• Prime Numbers
• Basic Math Translation
• LCM

The percent of students who were successful for each question was recorded. Further, each class was examined to see on average how many of the 4 questions students were successful on.

Success will be 70% of the students getting 3 or more questions correct.</td>
<td>The percent of success for each question are as follows:

• LCD – 38%
• Prime Numbers – 62%
• Basic – 88%
• LCM – 41%

<table>
<tr><th>Correct</th><th>Amount</th><th>%</th></tr>
<tr><td>4</td><td>11</td><td>13</td></tr>
<tr><td>3</td><td>27</td><td>33</td></tr>
<tr><td>2</td><td>23</td><td>28</td></tr>
<tr><td>1</td><td>17</td><td>21</td></tr>
<tr><td>0</td><td>4</td><td>5</td></tr>
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46% of the students were successful on at least 3out of the 4 vocabulary questions.

Average: 2.3 correct</td>
<td>The success rate fell extremely short of what it should be. Only the basic math translations saw true success.

The biggest surprise was the lack of success on the LCD question. Fractions are so heavily stressed in the class, that the fact that they were not able to find the LCD raises a couple questions.
1. Are we not stressing LCDs because in order to add/subtract fractions, you do not really need an LCD?
2. Is the type of LCD question being asked too limited to show students' knowledge of LCDs?

LCMs are only one section and then they are reintroduced in the LCD section. Maybe they are connected and therefore not being successful on one will cause your chance of not being successful on the other one to go down.</td>
<td>The results need to be disseminated to the entire faculty, including adjunct faculty.

Perhaps we should add a couple of additional LCD questions to the final to get a better picture of student success on this topic.

Maybe we should analyze time spent on LCDs and LCMs. Perhaps we should recommend more time allotted on these topics.</td>
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Raw Data

Instructor 1		Instructor 2		Instructor 3		Instructor 4	
Number Correct	**Frequency**	**Number Correct**	**Frequency**	**Number Correct**	**Frequency**	**Number Correct**	**Frequency**
0	1	0	0	0	2	0	1
1	1	1	4	1	4	1	7
2	6	2	6	2	6	2	5
3	5	3	10	3	6	3	6
4	5	4	3	4	1	4	2
Total Students	18	Total Students	23	Total Students		Total Students	