

Course Student Learning Outcomes Assessment

MATH 160L Trigonometry Math Lab

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General Information (Course Student Learning Outcomes Assessment)

Standing Requirements

Course Description

Students in Mathematics 160L will receive individual and/or group instruction. The course is designed to review enhance and/or advance the students' mathematical knowledge based on their individual need in trigonometry.

Course Student Learning Outcomes

MATH 160L Trigonometry Math Lab Outcome Set

Outcome	
Outcome	Mapping
Outcome 1 Students will be able to classify and identify different problem types in trigonometry and select suitable problem solving techniques.	Institutional Student Learning Outcomes: Act 1, Act 2, Communicate 1, Learn 1, Learn 2, Think 1, Think 2, Think 3
Outcome 2 Students will be able to identify and use applicable math study skills in trigonometry.	Institutional Student Learning Outcomes: Act 1, Act 2, Communicate 1, Learn 1, Learn 2, Think 1, Think 2, Think 3

2014-2015 Assessment Cycle

Measurements

Outcomes and Measures

MATH 160L Trigonometry Math Lab Outcome Set

Outcome

Outcome 1

Students will be able to classify and identify different problem types in trigonometry and select suitable problem solving techniques.

▼ **Measure:** Math 160L - SLO1
Course level; Indirect - Survey

Description of Measurement Tool: Surveyed students about experience in the Math Study Hall. The survey focused on the overall quality of instruction, study skill improvement, recognizing different types of problems due to help in MaSH, and strengthening problem solving techniques. Students answered no improvement, little improvement, or great improvement.

Criteria for Success: Individual & Collective Student Criterion: Individually, success was rated as little or great improvement. Collectively, success is defined as 70% of the students reporting little or great improvement.

Cycle of Assessment: This outcome is assessed every year.

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

Who is Responsible for Assessment Activity?: The Math Study Hall Coordinator.

Outcome 2

Students will be able to identify and use applicable math study skills in trigonometry.

▼ **Measure:** Math 160L - SLO2
Course level; Indirect - Survey

Description of Measurement Tool: Surveyed students about experience in the Math Study Hall. The survey focused on the overall quality of instruction, study skill improvement, recognizing different types of problems due to help in MaSH, and strengthening problem solving techniques. Students answered no improvement, little improvement, or great improvement.

Criteria for Success: Individual & Collective Student Criterion: Individually, success was rated as little or great improvement. Collectively, success is defined as 70% of the students reporting little or great improvement.

Cycle of Assessment: This outcome is assessed every year.

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

Who is Responsible for Assessment Activity?: The Math Study Hall Coordinator.

Findings

Finding per Measure

MATH 160L Trigonometry Math Lab Outcome Set

Outcome

Outcome 1

Students will be able to classify and identify different problem types in trigonometry and select suitable problem solving techniques.

▼ **Measure:** Math 160L - SLO1
Course level; Indirect - Survey

Description of Measurement Tool: Surveyed students about experience in the Math Study Hall. The survey focused on the overall quality of instruction, study skill improvement, recognizing different types of problems due to help in MaSH, and strengthening problem solving techniques. Students answered no improvement, little improvement, or great improvement.

Criteria for Success: Individual & Collective Student Criterion: Individually, success was rated as little or great improvement. Collectively, success is defined as 70% of the students reporting little or great improvement.

Cycle of Assessment: This outcome is assessed every year.

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

Who is Responsible for Assessment Activity?: The Math Study Hall Coordinator.

Findings for Math 160L - SLO1

Summary of Findings: Recognize/classify different types of problems: 88% (13% little improvement, 75% great improvement)
Strengthen problem solving techniques: 100% (25% little improvement, 75% great improvement)

Overall: 94%

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: Looking at the data, most students felt they improved their problems solving techniques and their ability to recognize different types of problems due to the help they received in MaSH. This shows the Math Study Hall is effective and a great resource for students. The number of students who took the survey was small.

Recommendations: These results will be sent to current and past Math 160 instructors.

Encourage instructors to advertise the Math Study Hall as a resource for students to improve their learning, understanding, and study skills in their math courses. Continue to provide faculty, instructional assistants, and student tutors to assist students in the MaSH.

Outcome 2

Students will be able to identify and use applicable math study skills in trigonometry.

▼ **Measure:** Math 160L - SLO2
Course level; Indirect - Survey

Description of Measurement Tool: Surveyed students about experience in the Math Study Hall. The survey focused on the overall quality of instruction, study skill improvement, recognizing different types of problems due to help in MaSH, and strengthening problem solving techniques. Students answered no improvement, little improvement, or great improvement.

Criteria for Success: Individual & Collective Student Criterion: Individually, success was rated as little or great improvement. Collectively, success is defined as 70% of the students reporting little or great improvement.

Cycle of Assessment: This outcome is assessed every year.

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

Who is Responsible for Assessment Activity?: The Math Study Hall Coordinator.

Findings for Math 160L - SLO2

Summary of Findings: Strengthen Math Study Skills: 89% (33% little improvement, 56% great improvement)

Overall: 100%

Results: Criteria for Success Achievement Status: Met

Analysis of Findings: Looking at the data, all students improved their study skills. This shows the Math Study Hall is effective and a great resource for students. The number of students who took the survey was small.

Recommendations: These results will be sent to current and past Math 160 instructors.

Encourage instructors to advertise the Math Study Hall as a resource for students to improve their learning, understanding, and study skills in their math courses. Continue to provide faculty, instructional assistants, and student tutors to assist students in the MaSH.

Overall Recommendations

No text specified

 **Plans of Action**

 **Status Reports**

2013-2014 Assessment Cycle

 **Measurements**

 **Findings**

 **Plans of Action**

 **Status Reports**

2012-2013 Assessment Cycle

 **Measurements**

 **Findings**

 **Plans of Action**

 **Status Reports**