

Outcomes Assessment

News You Can Use #1

(E) Explain what is to be done.

(S) Show it is being done, and if it is not, what will be done to make it happen.



CLASS

(E) Students will solve linear equations in one variable at a level of 70% or above.

(S) The chapter 2 exam will have problems that require solving equations in one variable.

(S) The class average on that exam was 67%. Students seemed to have a difficult time bringing the variable to one side of the equation. Therefore, a group exercise will be used to review this concept.

COURSE

(E) Students will perform operations on real numbers and polynomials, solve linear equations in one variable, graph lines, and factor polynomials. In doing so, they will have a grasp of problem-solving skills gained in elementary algebra. The students will do this at a level of 70% or above.

(S) The elementary algebra departmental exam will have problems that cover each of these areas.

(S) The departmental average for the semester was 68%. The department will meet to discuss the most frequent errors and ways in which instruction can be adjusted to better develop these skills in students.

PROGRAM

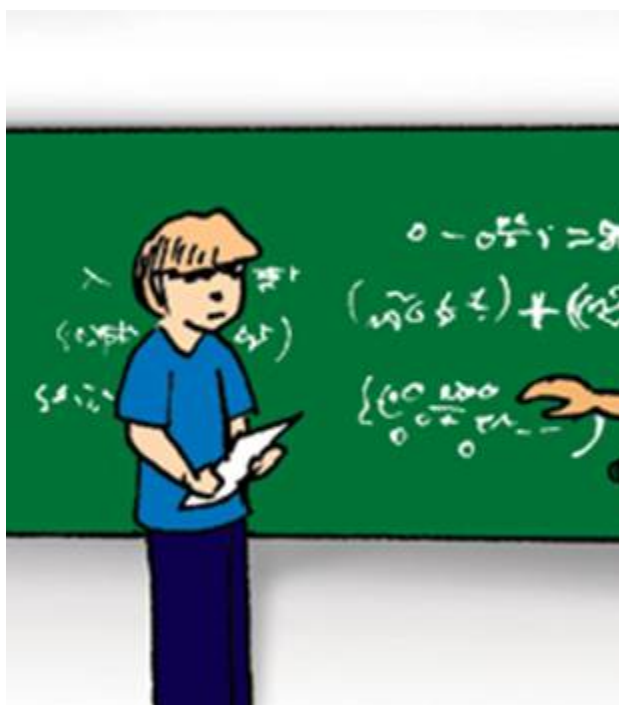
(E) Students will solve problems that require them to think critically.

(S) Students will solve 2 multi-step problems that require implementing a step-by-step process at a level of 80% (5 steps on each of 2 problems, 8 of 10 executed properly). Math students from both developmental and non-developmental courses will be given course-appropriate problems. The solutions will be evaluated using the Problem Solving/Critical Thinking rubric.



(S) The departmental average for the semester was 62.5%. Some students did well with setting up the problem and beginning the execution of a solution.

They made computational errors and did not bring the solution back into the framework of the problem asked. Other students did not set up the problem properly. Students will spend more time setting up practical applications and solving problems with the use of small departmental group activities.



INSTITUTION

(E) Students will demonstrate critical thinking through written, oral, or skill-based activities.

(S) Students will solve 2 multi-step problems that require implementing a step-by-step process at a level of 80% or above (score of 8 on the rubric). Math students from both developmental and non-developmental courses will be given course-appropriate problems. The solutions will be evaluated using the Problem Solving/Critical Thinking rubric.

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problem asked. Other students did not set up the problem properly. Students will spend more time setting up practical applications and solving problems with the use of small departmental group activities.

The Outcomes Assessment Committee will revisit the institution's goals to refine them and make them more performance-based and measurable. The new goals will be brought to the faculty for input through e-mails and faculty forums. At that point, each department/program will need to revisit department/program goals, followed by the goals for each course and class. This initiative must be faculty-driven so that the integrity of the instruction remains intact.

OUTCOMES ASSESSMENT QUESTIONS
Jennifer Medlen x2424 Anna Helwig x5706
LIVE TEXT LOGIN HELP
Zac Hughes x2225 Kevin Riordan x5715