



# WEST LOS ANGELES COLLEGE

## Course SLO Assessment Tool

*Note: Please use a separate form for each Course SLO assessed.*

<b>Semester</b>	Fall 2013												
<b>Faculty Name or Team Names</b>	Bonnie Blustein												
<b>Course Name and Number</b>	MATH 110												
<b>Course SLOs &amp; Criterion Levels</b>	Check Box Below	<b>Please list all course SLO(s), and mark the one that was assessed.</b>											
		<b>Course SLO</b>							<b>Criterion Level</b>				
		1. Calculate fluently (by hand) with signed whole decimal numbers and fractions.							Each question will be answered correctly by at least 50% of students.				
		2. Model and solve problems using variables and simple linear equations and inequalities.							Each question will be answered correctly by at least 40% of students. At least 25% of students will achieve a level of at least 80% on the set of constructed response questions. At least 50% of the students will achieve a level of at least 60% on the set of constructed response questions.				
	x	3. Solve problems involving proportional reasoning (including percents)							Each question will be answered correctly by at least 40% of students. At least 25% of students will achieve a level of at least 75% on the set of constructed response questions. At least 50% of the students will achieve a level of at least 50% on the set of constructed response questions.				
	4.												
<b>Mapping Course SLOs to Program SLOs</b>	Course SLO	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8	PSLO 9	PSLO 10	PSLO 11	PSLO 12
	1	X		X									
	2	X		X		X							
	3	X		X		X							
	4												
<b>Mapping Course SLOs to Institutional SLOs</b>	Course SLO	ISLO A	ISLO B	ISLO C	ISLO D	ISLO E	ISLO F	ISLO G	ISLO H	ISLO I			
	1	X		X									
	2	X	X	X									
	3	X	X	X									
	4												
<b>Assessment Instrument I</b>	<b>Select the assessment designed to determine how well students achieve the SLO.</b> <i>(If more than one assessment instrument was used, copy and paste the Assessment Instrument and Rating/Rubric Scale sections to provide the additional</i>												



## WEST LOS ANGELES COLLEGE

### Course SLO Assessment Tool

	<i>information).</i>		
	Check Box Below		Check Box Below
	x	Written exam (question attached)	Presentation
		Multiple choice exam	Portfolio
		Essay/Research Paper	Department exam
		Case scenarios	Skill evaluation
		Other:	
<b>Rating/Rubric Scale</b>	<b>Describe the criteria for each value/rating.</b>		
	4	Complete and correct solution	
	3	Only minor error in otherwise correct solution	
	2	Two minor errors or one major error	
	1	Some progress toward solution but more than two minor errors or more than one major error or one major and one minor error	
	0	:No attempt OR no progress toward a solution	
<b>Report of Data</b>	<p><b>Report the number of students assessed and the scores they obtained</b> <i>Of the 30 students who completed the assessment instrument, the breakdown of the scores</i></p> <p>5 (4s), 0 (3s), 2 (2s), 7 (1s), 16 (0s)</p>		
<b>Interpretation of Data</b>	<p><b>What is your interpretation of these results? Include your conclusion about whether the students achieved the criterion level.</b></p> <p>The most striking result is that more than half the students made no attempt to solve this very complex and high-order problem, even though most of them performed well on the related multiple-choice questions (see below).. It was the last problem on the second part of the final examination. Main conclusion is that this is a poor context in which to assess this skill. Based on results of Assessment II (below), it appears that this question is mainly assessing complex problem-solving skills.</p> <p>Five students out of thirty (17%) successfully completed this problem, compared with the goal of 25%. However, this represented nearly 33% of those who attempted the problem.</p> <p>Seven out of thirty (24%) achieved at least 50% on this problem, compared with the goal of 50%. However, this represented about 50% of those who attempted the problem.</p> <p>Considering only the students who attempted the question, the criterion was achieved.</p>		



**WEST LOS ANGELES COLLEGE**  
Course SLO Assessment Tool

<b>Assessment Instrument II</b>	<b>Select the assessment designed to determine how well students achieve the SLO. (If more than one assessment instrument was used, copy and paste the Assessment Instrument and Rating/Rubric Scale sections to provide the additional information).</b>			
	Check Box Below		Check Box Below	
		Written exam (question attached)		Presentation
	x	Multiple choice exam		Portfolio
		Essay/Research Paper	x	Department exam
		Case scenarios		Skill evaluation
		Other:		
<b>Rating/Rubric Scale</b>	<b>Describe the criteria for each value/rating.</b>			
	4	4 problems correct out of four		
	3	3 problems correct out of four		
	2	2 problems correct out of four		
	1	1 problem correct out of four		
	0	0 problems correct out of four		
<b>Report of Data</b>	<b>Report the number of students assessed and the scores they obtained</b> <i>Of the 30 students who completed the assessment instrument, the breakdown of the scores was:</i>			
	14 (4s), 12 (3s), 1 (2s), 2 (1s), 1 (0s)			
<b>Interpretation of Data</b>	<b>What is your interpretation of these results? Include your conclusion about whether the students achieved the criterion level.</b>			
	<p>Nearly 90% of the 30 students scored at least 75% on this assessment.            On the first question (#7 on the m/c final), 90% answered correctly.            On the second (#12), 70% answered correctly.            On the third (#17), 70% answered correctly.            On the fourth (#24), 70% answered correctly.</p> <p>This far exceeds the criterion level.</p>			



**WEST LOS ANGELES COLLEGE**  
Course SLO Assessment Tool

<b>Actions Planned</b>	<p><b>Based on this assessment, what will you change (related to pedagogy, instructional methods, or materials) the next time the course is offered?</b></p> <p>I would place more emphasis on complex problem-solving.</p>
	<p><b>Based on this assessment, what formal changes to the Course Outline of Record (if any) do you propose to improve student learning for the SLO(s) assessed?</b></p> <p>None at this time.</p>
<b>Actions Taken (if applicable)</b>	<p><b>What changes have been implemented based on the previous course assessment?</b></p> <p>Course is not being offered Spring 2013</p>
<b>Faculty Dialogue</b>	<p><b>What information are you sharing (e.g., assessment methods, rubrics used) with other faculty? When have these robust dialogues been held? What is the plan for dialogues for next year?</b></p> <p>This assessment is being shared with all the faculty in the Math Division. Discussions will take place this semester to compare assessment methods and results in this class and Math 112 during the spring semester 2013.</p>
	<p><b>How are you sharing this information? (e.g. Divisional Council or Division Meetings)</b></p> <p>Division meetings</p>
<b>Faculty Reflection</b>	<p><b>What changes would you suggest (if any) to the outcomes process? Please share any general comments on the process and/or results of assessment that you would like the SLO Committee to know.</b></p> <p>No comment.</p>
<b>Sample of Student Projects</b>	<p><b>Submit sample student projects—essays, research projects, skill evaluation forms, department exams, papers, or written exams—to illustrate scores according to the rubric (if available) to Todd Matosic, WLAC SLO Coordinator. Submit one sample for each value on the rating/rubric scale. Please remove student names from the samples. Attach to this form or email as attachments to: <a href="mailto:matosit@wla.edu">matosit@wla.edu</a>   Todd Matosic mailbox #169A   CE 213   Phone (310) 287-4213</b></p>

For additional SLO information, visit <http://www.wlac.edu/slo>



## WEST LOS ANGELES COLLEGE

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For additional information, contact: Todd Matosic (310)287-4213 | CE-213 | [matosit@wlaac.edu](mailto:matosit@wlaac.edu)

#### **PROBLEM USED FOR ASSESSMENT I (INCORPORATED INTO FINAL EXAM)**

##### **SLO #4 Solve problems involving proportional reasoning (including percents)**

Claire plans to buy a new plasma TV with a list price of \$2150. She has researched two options:

- a. She can buy it at SuperMart at the list price, paying the 9% sales tax. They will then give her a \$700 rebate (money back).
- b. She can buy it at BigBox for a 30% discount off the regular price, with the 9% sales tax calculated on the discount price.

If there is no other difference in cost or service, where will Adrienne find the lower price for her new TV?

(Sample answers will be placed in Todd Matosic's mailbox)

#### **PROBLEMS USED FOR ASSESSMENT II: (MULTIPLE CHOICE QUESTIONS; ANSWERS REMOVED)**

7. A pilot flew 1,740 miles in 6 hours. At that rate, how far would he be in 1 hour?

12. A student answered 70% of the questions on a test correctly. There were 40 questions on the test. How many questions did the student answer correctly?

17. You buy a pair of shoes for \$60.00. The tax rate is 9%. How much tax do you have to pay?

24. An inspector found 4 defective parts in a shipment of 200 parts. At this rate, how many parts would be defective in a shipment of 1000 parts?

(sample answers not appropriate; this was a scantron test)