

# Assessment: Assessment Unit Four Column

## Program - Mathematics

**Mission Statement:** The Mathematics Department at Seward County Community

College will enhance a student's ability to think critically using mathematical principles, ideas and concepts in order to function in a society with ever-changing technology.

<i>Outcomes</i>	<i>Assessment Tools</i>	<i>Results</i>	<i>Actions</i>
<p><b>Critical Thinking</b> - Demonstrate the ability to think critically by gathering facts, generating insights, and evaluating information.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Type:</b> Curricular</p> <p><b>Start Date:</b> 08/13/2010</p>	<p><b>Direct</b> - Student will think critically in various reflection assignments by analyzing a worked out problem to determine the mistake made, solve the problem correctly from the point of the mistake and show evidence that their solution is correct.</p> <p><b>Benchmark:</b> 70% will meet expectations or exceed expectations using the SCCC/ATS critical thinking rubric.</p> <p><b>Schedule:</b> In College Algebra there are two assessments done in the middle of each semester and one done at the end of the semester. In Intermediate Algebra there are two assessments that are done toward the beginning of each semester, one in the middle of the semester and one at the end of the semester.</p>	<p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p>College Algebra: Gathers Information: 44% (230/524) met expectations Identifies Solutions: 38% (200/524) met expectations</p> <p>Intermediate Algebra: Gathers Information: 49% (181/370) met expectations Identifies Solutions: 32% (118/370) met expectations (05/15/2019)</p>	<p><b>Action:</b> We will change the formatting to be sure that they answer all of the questions on the assessments. The reason we are doing this is to help improve our results for Identifies Solutions. Students forget to check their answers. We will only be using two assessments per course. (05/15/2019)</p> <p><b>Follow-Up:</b> We did not accomplish our actions from last year. Gathers Information results when up 2% for CA and 6% for IA. Identifies Solutions went up 11% for CA and 7% for IA. (05/15/2019)</p> <p><b>Action:</b> We will change the formatting to be sure that they answer all of the questions on the assessments. The reason we are doing this is to help improve our results for Identifies Solutions. Students forget to check their answers. (05/15/2018)</p> <p><b>Follow-Up:</b> We accomplished all of our actions from last year. Gathers Information results when</p>

Outcomes	Assessment Tools	Results	Actions
			<p>up 5% for CA and 3% for IA. Identifies Solutions went down 22% for CA and 15% for IA. (05/15/2018)</p>
		<p><b>Action Status:</b> Action Plan in Progress  <b>Result Type:</b> Benchmark Not Met            5/11/2015: Intermediate Algebra: In skill set A, 39% met expectations and 61% did not meet expectations. In skill set B, 31% met and 69% did not meet expectations. College Algebra: In skill set A, 59% met expectations and 41% did not meet expectations. In skill set B, 52% met expectations and 48% did not meet expectations.             5/11/2016: Intermediate Algebra: In skill set A, 39% met expectations and 61% did not meet expectations. In skill set B, 44% met and 56% did not meet expectations. College Algebra: In skill set A, 48% met expectations and 52% did not meet expectations. In skill set B, 36% met expectations and 64% did not meet expectations. (05/11/2016)</p>	<p><b>Action:</b> Add in one more assessment for CA. Rework the quadratic problem for IA to make the problem less overwhelming. Rephrase question number 2 in the directions. (05/16/2017)   <b>Follow-Up:</b> We did not implement the actions form 2015-2016. We will do this for next year. (05/16/2017)   <b>Action:</b> College Algebra scores dropped by 11% for skill set A and dropped by 16% in skill set B. Intermediate Algebra scores stayed the same for skills set A and increased by 13% in skill set B.             We have determined that we need add in one more assessment for College Algebra. We also need to rework the quadratic problem in Intermediate Algebra to make the problem less overwhelming. We will also rephrase question number 2 in the directions on all the assessments. (05/11/2016)   <b>Action:</b> Continue to leave first CT assessment out of the data in College Algebra and Intermediate Algebra. That way we can help them with the expectations for the assignment without skewing the data.             College Algebra scores stayed the</p>

Outcomes	Assessment Tools	Results	Actions
			<p>same for skill set A and increased by 7 percentage points in skill set B. Intermediate Algebra went up 16 percentage points in skill set B and went down 2 percentage points in skill set A.</p> <p>We have determined that we need to norm the expectations regarding grading. We also need to get together on when we give the assessments during the semester and how we administer them. There are some inconsistencies. (05/11/2015)</p> <p><b>Follow-Up:</b> In College Algebra, we removed the quadratic formula problem due to time constraints and the group felt it wasn't measuring the concept that was intended. The lower scores could be due to giving fewer assessments in College Algebra.</p> <p>In Intermediate Algebra, we rewrote the long division problem as planned. In general, our identifies solutions scores did increase. (05/11/2016)</p>
		<p><b>Action Status:</b> Action Plan in Progress  <b>Result Type:</b> Benchmark Not Met  Intermediate Algebra  Gathering information: 41% of the 347 assignments collected met expectations  Identifying possible solutions: 15% of the 347 assignments collected met expectations</p> <p>College Algebra  Gathering information: 59% of the 169 assignments collected met expectations</p>	<p><b>Action:</b> 1. Rework long division and quadratic problems in Intermediate Algebra to make the problems less overwhelming to the students. Students are having difficulty with these problems in areas other than what we are trying to assess. 2. In spring 2015, we will revisit the strategy of not counting the first assessment in each course in the scoring. It</p>

Outcomes	Assessment Tools	Results	Actions
	<p><b>Indirect</b> - Using the survey given during performance evaluations for faculty, questions will be added that will determine a student's perception on whether their math classes at SCCC have helped their critical thinking skills.</p> <p><b>Benchmark:</b> 70% of our students agreed or strongly agreed with the survey question</p> <p><b>Schedule:</b> At the end of each year that a math faculty member is up for their performance evaluation.</p>	<p>Identifying possible solutions: 45% of the 169 assignments collected met expectations (05/14/2014)</p> <p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Inconclusive</p> <p>There was no data from this year. (05/15/2019)</p>	<p>appears the difficulty of the concept has more impact on scores than whether the students are comfortable with the type of assessment tool. We will look at the data again in the spring 2015 semester before making another change. (05/14/2014)</p> <p><b>Follow-Up:</b> College Algebra increased by ten percentage points in each category. Intermediate Algebra stayed the same in skill set 1 but dropped four percentage points in skill set 2. This may or may not be a result of taking out the first critical thinking assessment they do in class. In Intermediate Algebra, students scored better on the assessment that was thrown out in some cases. The math faculty are concerned it has more to do with the difficulty of the concepts addressed on these assessments in Intermediate Algebra. (05/14/2014)</p> <p><b>Action:</b> We will continue to stress what critical thinking is in our classes by not only defining it but using the terminology often. (05/15/2019)</p> <p><b>Action:</b> Continue to stress what critical thinking is in our classes by not only defining it but using the terminology often. Use a different survey tool to include all CA and IA students. (05/15/2018)</p> <p><b>Action:</b> Try to stress what critical</p>

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		<p><b>Action Status:</b> Action Plan in Progress  <b>Result Type:</b> Benchmark Not Met            5/8/2015 Intermediate Algebra: 70% agreed or strongly agreed with the survey question            College Algebra: 69% agreed or strongly agreed with the survey question</p> <p>5/6/2016 No data for this year. Questions were not added to the IDEA Survey. (05/06/2016)</p>	<p>thinking is in our classes by not only defining it but using the terminology often. (05/16/2017)  <b>Follow-Up:</b> There was no data from last year. (05/16/2017)</p> <hr/> <p><b>Action:</b> We will be sure to put the questions on the survey for the coming academic year. (05/06/2016)</p> <hr/> <p><b>Action:</b> We had an increase in Intermediate Algebra and a slight decrease in College Algebra this year. We are hovering around our benchmark. We will keep monitoring this and instructors will continue to emphasize that we are giving "critical thinking" assessments. (05/08/2015)</p> <hr/> <p><b>Action:</b> This should increase due to achieving our benchmarks on the other critical thinking assessments. Students may not realize what assessments are considered critical thinking assessments. This may need to be emphasized by the instructors each semester. (05/14/2014)</p>
<p><b>Basic mathematical skills</b> - Basic Mathematical Skills - Students will perform mathematical skills and operations fundamental to using math in everyday life including:            Number sense - Perform arithmetic operations as well as reason and draw conclusions from numerical information.            Algebra - Perform algebraic manipulations and solve equations algebraically. Geometry - Determine</p>	<p><b>Direct</b> - The math dept will use common finals in Advanced Arithmetic, Beginning Algebra, Intermediate Algebra, and College Algebra to measure mastery of key concepts for each of those courses. After each final is given results will be tabulated on those problems types that students should have mastered in each course.</p> <p><b>Benchmark:</b> 66.7% of students will</p>	<p><b>Action Status:</b> Action Plan in Progress  <b>Result Type:</b> Benchmark Met            AA: 64% (7/11) met the 60% on Final Exams            BA: 77% (54/70) met the 60% on Final Exams            IA: 75% (79/105) met the 60% on Final Exams            CA: 55% (74/135) met the 60% on Final Exams            Overall: 67% (214/321) met the 60% on Final Exams (05/15/2019)</p>	<p><b>Action:</b> We will continue to monitor. This is our second year doing it this way. (05/15/2019)  <b>Follow-Up:</b> Overall we met the benchmark. We met the benchmark in half of our courses. For AA, the sample base was small and several students were unprepared for this course. (05/15/2019)  <b>Action:</b> Continue to monitor since</p>

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<p>particular dimensions, area, perimeter, and volume involving plane and solid figures. This includes measurement and units.</p> <p>Function - Demonstrate the concept of function by several means (verbally, numerically, graphically, and symbolically) and incorporate it as a central theme in their use of mathematics.</p> <p>Application - Apply mathematical skills to "real world" problems.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Type:</b> Curricular</p> <p><b>Start Date:</b> 08/13/2010</p>	<p>successfully complete at least 70% of the mastery items in each course.</p> <p><b>Schedule:</b> End of each semester.</p>	<p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p>05/19/2015: Advanced Arithmetic: 29% successfully completed at least 70% of the mastery items on the final exam (10/35);</p> <p>Beginning Algebra: 67% (50/75);</p> <p>Intermediate Algebra: 44% (42/96);</p> <p>College Algebra: 26% (25/97)</p> <p>05/17/2016: Advanced Arithmetic: 27% (4/15);</p> <p>Beginning Algebra: 67% (58/87);</p> <p>Intermediate Algebra: 43% (40/93);</p> <p>College Algebra: 17% (12/69) (05/17/2016)</p>	<p>this is our first year doing it this way. (05/15/2018)</p> <p><b>Follow-Up:</b> We decided to use the entire final exam in each course for reporting.</p> <p>We met the benchmark in all courses except AA. For this course, the sample base was small and several students were unprepared for this course. (05/15/2018)</p> <p><b>Action:</b> We will discuss eliminating this from next year's program assessment and using another tool. (05/16/2017)</p> <p><b>Follow-Up:</b> Nothing was changed this year. (05/16/2017)</p>
			<p><b>Action:</b> We may need to review our competencies for each course and make changes as necessary. We also need to evaluate the fairness of the questions on the final exams. (05/17/2016)</p> <p><b>Follow-Up:</b> We need to follow through with what we said we would do. (05/17/2016)</p> <p><b>Action:</b> Faculty did discuss consistency of grading this year. We had increases in every class for mastery but only met the benchmark in Beginning Algebra. Faculty members still need to evaluate each mastery question for fairness but also mastery items need to be reexamined to determine if items need to be moved to a different class or taken out completely. (05/19/2015)</p> <p><b>Action:</b> The department needs to</p>

Outcomes	Assessment Tools	Results	Actions
			<p>continue to work to establish consistency in grading mastery items. Faculty members also need to evaluate each mastery question to ensure fairness. College Algebra mastery items will be evaluated first, followed by other courses as time permits. We will also compare mastery results from year to year to identify trends.</p> <p>(05/20/2014)</p> <p><b>Follow-Up:</b> Planned actions from last year did not take place due to time spent on program review.</p> <p>(05/20/2014)</p>
		<p><b>Action Status:</b> Action Complete  <b>Result Type:</b> Benchmark Met  Assessment 1 for this outcome:  We compare pretest scores for students who take sequential math courses from the fall to the spring semester. This only includes students who passed their fall math course. Our benchmark: 90% of students will improve their scores on the pretest from one semester to the next. This year 93.9% (46/49) improved their scores.</p> <p>Assessment 2 for this outcome is described under assessment tool above:  This one measures mastery of key concepts on the final exams for courses starting at Advanced Arithmetic and ending with College Algebra. We are measuring what percent of students successfully complete at least 70% of the mastery items on their final exams for each course.</p>	<p><b>Action:</b> Assessment 1 - Benchmark was met so we will continue to monitor this next year.</p> <p>Assessment 2 - The action recommendations from the 2011-12 school year were not entirely implemented this year. More partial credit was given as mastery concepts were graded but this may not have been consistent for every instructor. Instructors may need a norming session at the end of each semester to assume consistency on grading. We also need to look into reevaluating how we grade problems with</p>

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		<p>Advanced Arithmetic: 18.2% (4/22)            Beginning Algebra: 60.0% (39/65)            Intermediate Algebra: 29.2% (21/72)            College Algebra: 13.6% (11/81) (05/21/2013)</p>	<p>multiple parts or get rid of the problems with multiple parts by examining what we really want to know. Right now the whole problem is either right or wrong. This is not telling us what parts of the problem they do know. This was an action from last year that was not done. (05/21/2013)</p> <p><b>Follow-Up:</b> Assessment 1 - Instructors do a good job of making sure students take the pretest seriously. Students seemed to be a bit stronger in their math skills overall this year than last year (observation only). Also the implementation of the Math Resource Center may be helping to increase student scores.</p> <p>Assessment 2 - Scores slightly went up for both Beginning Algebra and College Algebra. Hopefully reevaluating our mastery competencies and rewriting the finals for the next school year will help us measure what students are really mastering in these courses. (05/21/2013)</p>
		<p><b>Action Status:</b> Action Plan in Progress  <b>Result Type:</b> Benchmark Not Met            Advanced Arithmetic will be reported next year.            Beginning Algebra - 56.2% of students successfully completed at least 70% of the mastery items on the Beginning Algebra final exam. (41 out of 73)            Intermediate Algebra - 39.7% of students successfully completed at least 70% of the mastery items on the Intermediate Algebra final exam. (50 out of 126)            College Algebra - 12.3% of students successfully completed</p>	<p><b>Action:</b> 1. In College Algebra we have problems that have multiple parts. These problems are not counted correct unless all parts are correct. This may not be a fair representation of what they know. We may need to make a change here.            2. The problems we are using to</p>

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		<p>at least 70% of the mastery items on the College Algebra final exam. (10 out of 81)</p> <p>(05/21/2012)</p>	<p>measure mastery on all finals need to be examined for fairness and consistency from one semester to the next.</p> <p>3. Still need to incorporate partial credit in reporting scores. This was done more in the spring semester than last fall.</p> <p>(05/21/2012)</p> <p><b>Follow-Up:</b> Scores improved from last year in College Algebra and we even raised our level of expectation by changing from 60% mastery to 70% mastery. This may be due to partial credit given in the spring semester. The fall scores were still lower than spring.</p> <p>(05/21/2012)</p>
		<p><b>Action Status:</b> No Action Required</p> <p><b>Result Type:</b> Benchmark Met</p> <p>85% of the students that took the math placement test at the beginning of fall 2011 and spring 2012 semesters improved their test scores. The math placement test consists of basic skills needed for success in the three developmental math courses. This will be an ongoing measure. (05/18/2012)</p>	
		<p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p>Data not available for pre-post yet.</p> <p>Mastery concepts on College Algebra final: 6% of students achieved 60% mastery of the mastery college algebra concepts on the final exam. (05/23/2011)</p>	<p><b>Action:</b> Instead of expecting perfect answers we will incorporate partial credit in reporting scores. (05/23/2011)</p> <p><b>Follow-Up:</b> The scores are based on perfectly correct answers which may make achieving the benchmark out of reach. We need to reevaluate how we define mastery. (05/23/2011)</p>
<p><b>Direct</b> - Pre-post scores from our in house pretest will be computed to determine whether a student has improved from one semester to the</p>		<p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Benchmark Met</p> <p>85% (46/54) of students improved their scores from Fall-Spring. (05/15/2019)</p>	<p><b>Action:</b> The math department faculty will continue to monitor these scores. (05/15/2019)</p>

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	<p>next.  <b>Benchmark:</b> 80% of our students who are successful in a math course will improve on the pre-test before the next math course.  <b>Schedule:</b> This is done annually (May).</p>	<p><b>Action Status:</b> Action Plan in Progress  <b>Result Type:</b> Benchmark Not Met  05/06/2015: 93% (54/58) of the students improved their pretest scores from fall 2014 to spring 2015.   05/11/2016: 65% (32/49) of students improved their pretest scores from spring 2015 to fall 2015. 86% (71/83) of the students improved their pretest scores from fall 2015 to spring 2016. Overall 78% (103/132) of students improved their pretest scores. (05/11/2016)</p>	<p><b>Action:</b> The math department faculty will continue to monitor these scores. (05/15/2018)  <b>Follow-Up:</b> We are working on improving the reporting and data retrieval processes. (05/15/2018)  <b>Action:</b> The math department faculty will continue to monitor these scores. (05/16/2017)  <b>Follow-Up:</b> We were unable to accurately filter the data to make it comparable to previous years. We are working on improving the reporting and data retrieval processes. (05/16/2017)</p> <hr/> <p><b>Action:</b> The math department faculty will continue to monitor these scores. (05/11/2016)  <b>Follow-Up:</b> We started tracking spring to fall and found that the improvement was lower. This is due to summer break, graduation, transfer, and those that took summer classes. (05/11/2016)  <b>Action:</b> Benchmark was met so we will continue to monitor this next year. (05/06/2015)</p> <hr/> <p><b>Action:</b> Benchmark was met so we will continue to monitor this next year. (05/15/2014)</p>
	<p><b>Indirect -</b> Course grade in Advanced Arithmetic, Beginning Algebra, Intermediate Algebra, and College Algebra  <b>Benchmark:</b> 70% of students who complete the course must pass with a C or better  <b>Schedule:</b> End of each semester</p>	<p><b>Action Status:</b> Action Plan in Progress  <b>Result Type:</b> Benchmark Not Met  AA: 45% (5/11) passed with a C or better  BA: 71% (51/72) passed with a C or better  IA: 75% (72/96) passed with a C or better  CA: 77% (112/145) passed with a C or better  Overall: 74% (240/324) passed with a C or better (05/15/2019)</p>	<p><b>Action:</b> Benchmark was met in CA, IA, and BA. We will continue to monitor and look for trends. (05/15/2019)  <b>Follow-Up:</b> AA is currently undergoing improvements, and we hope to see improvements in the next few years. (05/15/2019)  <b>Action:</b> Benchmark was met in CA</p>

Outcomes	Assessment Tools	Results	Actions
			<p>and IA, and nearly met in AA. We will continue to monitor and look for trends. (05/15/2018)</p> <p><b>Follow-Up:</b> The percentages depend on whether we can contact students that are not doing well and/or are not attending before the last drop date.</p> <p>We will continue to use the math contracts to try to help remedy this. (05/15/2018)</p> <hr/> <p><b>Action:</b> Benchmark met in all classes except for AA. We will continue to monitor and look for trends. (05/16/2017)</p> <p><b>Follow-Up:</b> The percentages depend on whether we can contact students that are not doing well and/or are not . (05/16/2017)</p> <hr/> <p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Benchmark Met</p> <p>05/19/2015: Advanced Arithmetic: 81% completed with a C or better (29/36);</p> <p>Beginning Algebra: 65% completed with a C or better (53/82);</p> <p>Intermediate Algebra: 71% completed with a C or better (77/109);</p> <p>College Algebra: 83% completed with a C or better (82/99)</p> <p>05/17/2016: Advanced Arithmetic: 74% completed with a C or better (26/35);</p> <p>Beginning Algebra: 76% completed with a C or better (67/88);</p> <p>Intermediate Algebra: 81% completed with a C or better (88/108);</p> <p>College Algebra: 75% completed with a C or better (55/73) (05/17/2016)</p>
			<p><b>Action:</b> Benchmark was met in all classes. We will continue to monitor and look for trends. (05/17/2016)</p> <p><b>Follow-Up:</b> The percentages depend on whether we can contact students that are not doing well and/or are not attending before the last drop date. (05/17/2016)</p> <hr/> <p><b>Action:</b> The only class that didn't meet benchmark was Beginning Algebra. We will continue to monitor these classes and look for a trend. (05/19/2015)</p> <hr/> <p><b>Action:</b> We will continue to gather data to monitor for changes. (05/20/2014)</p>

<i>Outcomes</i>	<i>Assessment Tools</i>	<i>Results</i>	<i>Actions</i>
<p><b>Math with Technology</b> - The student solves mathematical problems using technology.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Type:</b> Curricular</p> <p><b>Start Date:</b> 08/13/2013</p>	<p><b>Direct</b> - Give all students a graphing calculator exercise demonstrating the ability to set up a graphing window for a function, find the extreme values and determine intervals of increasing and decreasing.</p> <p>This will be given to all students enrolled in on-campus College Algebra classes.</p> <p><b>Benchmark:</b> 70% of students will get at least an 70% on this exercise assessed using a common rubric.</p> <p><b>Schedule:</b> This will be given in Chapter 4 (4.1) which occurs in the middle of the semester.</p>	<p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p>60% (87/146) scored 7 or better out of 10 (05/15/2019)</p>	<p><b>Action:</b> Faculty will attempt to give more opportunities for students to determine their own windows for functions. We will encourage students who struggle with using a calculator to seek help outside of class. This will no longer be a program assessment. (05/15/2019)</p> <p><b>Follow-Up:</b> No changes were made. Most classes were given the assessment when the topic was taught. (05/15/2019)</p> <hr/> <p><b>Action:</b> Faculty will attempt to give more opportunities for students to determine their own windows for functions. We will encourage students who struggle with using a calculator to seek help outside of class. (05/15/2018)</p> <p><b>Follow-Up:</b> No changes were made. All faculty gave the assessment when the topic was taught. The percentage of students that met expectations went up 4% from last year. (05/15/2018)</p> <hr/> <p><b>Action:</b> Faculty will attempt to give more opportunities for students to determine their own windows for functions. Need to make sure all faculty give the assessment when the topic is taught, and not wait until the end of the chapter or semester. We will encourage students who struggle with using a calculator to seek help outside of class.</p>

Outcomes	Assessment Tools	Results	Actions
			<p>(05/16/2017)</p> <p><b>Follow-Up:</b> No changes were made. Some students did not meet because they cannot adjust the window to see the important parts of the graph. (05/16/2017)</p>
		<p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Benchmark Not Met</p> <p>05/06/2015: 51% (48/94) of students met the benchmark</p> <p>05/11/2016: 64% (49/77) of students met the benchmark (05/11/2016)</p>	<p><b>Action:</b> Faculty will attempt to give more opportunities for students to determine their own windows for functions. Need to make sure all faculty give the assessment when the topic is taught, and not wait until the end of the chapter or semester.</p>
			<p>(05/11/2016)</p> <p><b>Follow-Up:</b> The problem was adjusted to make the window easier to find as suggested in Spring 2015. Some students did not meet because they cannot adjust the window to see the important parts of the graph. (05/11/2016)</p>
			<p><b>Action:</b> The benchmark was lowered to 70% of students will get at least a 70% on this exercise. This may account for the increase in the number of students that met the benchmark this year. A lot of students are getting stuck setting up the window so we can't assess the other parts of the problem. The problem was not adjusted to make the window easier to find this year. This will be adjusted for the next school year. (05/06/2015)</p>
			<p><b>Follow-Up:</b> Comparing the 40%</p>

Outcomes	Assessment Tools	Results	Actions
	<p><b>Indirect</b> - Using the survey given during performance evaluations for faculty, questions will be added that will determine a student's perception on whether their math classes at SCCC have helped them develop skills on the graphing calculator.</p> <p><b>Benchmark:</b> 70% of our students agreed or strongly agreed with the survey question.</p> <p><b>Schedule:</b> At the end of each year</p>	<p><b>Action Status:</b> Action Plan in Progress</p> <p><b>Result Type:</b> Inconclusive</p> <p>There was no data collected from this year. (05/15/2019)</p> <hr/> <p><b>Action Status:</b> Action Plan in Progress</p>	<p>from this year to last years 44% using the original benchmark the change is not statistically significant using a level of significance of 0.05. (05/06/2015)</p> <p><b>Follow-Up:</b> If we would have kept the original benchmark only 40 % of the students would have met the benchmark this year instead of 51% (48/94). An adjustment to the window part of the assessment will give us a clearer picture of whether they can actually find min's, max's and zero's on the calculator. (05/06/2015)</p> <hr/> <p><b>Action:</b> 1. Instructors need to be sure to give the assessment during the time the concept is covered in class.</p> <p>2. Instructors felt the benchmark was set too high. It will be adjusted to be 70% of students will receive at least a 70% on this assessment.</p> <p>3. The assessment itself will be revised so it takes less time to find the graphing window. (05/14/2014)</p> <p><b>Action:</b> We will continue to emphasize graphing calculators in CA. (05/15/2019)</p> <hr/> <p><b>Action:</b> Continue to monitor yearly. Use a different survey tool to include all CA students. (05/15/2018)</p> <hr/> <p><b>Action:</b> Continue to monitor yearly. (05/16/2017)</p>

<i>Outcomes</i>	<i>Assessment Tools</i>	<i>Results</i>	<i>Actions</i>
	that a math faculty member is up for their performance evaluation.	<p><b>Result Type:</b> Benchmark Met</p> <p>05/08/2015: College Algebra: 85% agreed or strongly agreed with the survey question.</p> <p>05/11/2016: No data for this year. Questions were not added to the IDEA Survey. (05/11/2016)</p>	<p><b>Action:</b> We will be sure to put the questions on the survey for the coming academic year. (05/11/2016)</p> <hr/> <p><b>Action:</b> We will continue to gather data to monitor for changes. (05/08/2015)</p> <hr/> <p><b>Action:</b> Will continue to gather data to monitor for changes. (05/14/2014)</p>