



Wright College Academic Department/Program Assessment Project Fall 2015 (Phase I)

WHAT?

Describe the purpose of this assessment project.

The Math Department is addressing the reading component of the General Education SLO # 2, “Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met.” The purpose of this assessment project is to identify which of the math department’s final exam questions are relevant to the “reading” of math. This includes comprehending pertinent mathematical vocabulary, as well as interpreting mathematical concepts involved in solving word problems. The top five questions from Math 118 General Education Mathematics, Math 125 Introductory Statistics, and Math 140 College Algebra will be identified in this project.

WHY?

Describe your department/program’s reasons for taking on this project and the areas of your department/program that are involved.

Our goal in taking on this project is to help our students succeed in the reading of mathematics. We chose Math 118, Math 125, and Math 140 because all students are required to pass one of these courses to fulfill the general education math requirement for graduation. Also, since all students must comply with a departmental final exit examination requirement in their respective courses, the Math Department felt enough data would be available to accurately quantify student

proficiency levels.

HOW?

Describe the participants, methods, and the timeline for this project.

Math faculty will study spring 2015 final exit examination questions for each course and identify the top 5 questions from each that required the highest levels in reading proficiency. Questions identified are those relevant to the “reading” of math. This not only includes the reading and comprehension of word problems, but also comprehension and understanding of mathematical terminology used in each course.

Our timeline is as follows:

Phase I - Fall 2015:

Identify the top 5 final exam questions from Math 118, Math 125, and Math 140 that involve reading mathematics.

Phase II - Spring 2016:

Using the Math Department’s Spring 2015 Semester Assessment Report, evaluate student results, and design and implement an action plan.

WHAT WE FOUND

1. Describe the way in which your department/program will collect results. 2. Provide the results. 3. Describe how these results will be used for improvements.

1. Results were collected by reading the departmental final exit exams for each course and identifying the top 5 questions that required the highest levels of “reading” math.

2. Results are given below.

- A. Math 118 top 5 Questions from the spring 2015 final exam:
7, 10, 15, 17, 22.
- B. Math 125 top 5 Questions from the spring 2015 final exam:
4, 14, 16, 19, 20.
- C. Math 140 (Version A) top 5 Questions from spring 2015 final exam:
2, 11, 15, 22, 23.

3. How these results will be used for improvements.

The next step in our process is to evaluate student results for each of the above questions. The questions with the lowest scores will be addressed in Phase II of this plan. Improvements to be accomplished will involve ensuring that students will be better able to read and comprehend the final exam questions before attempting to solve them.
