

**Math Program SLO's
Academic Year 2010-20011**

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcome	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>The mission of the Math Department is:</p> <p>a) To provide classes that allow students to bring their basic math skills to the level required for the Associate Degree, vocational programs, and/or transfer.</p> <p>Saddleback College goal most relevant: Saddleback College goal A.1.2.1 (Provide educational programs leading to the Associate in Arts and Associate in Science Degrees.)</p>	<p>1. Students in Math 351, Math 251, and Math 253 will demonstrate computational skills by solving an equation whose difficulty level is appropriate to the class in which they are enrolled.</p>	<p>Students will be asked to solve an equation on an embedded test question. Students earning at least 70% of the available credit on the problem will be deemed successful. Rather than set an arbitrary goal for our success rate, we will use the results of this year's assessment to set meaningful goals for future assessments.</p>	<p>The student success rate for this SLO was 72.7%</p>	<p>As a department, we were pleased with these results, which represent a 2% increase over our previous assessment. We will move on to assess students' critical thinking skills in the 2010-2011 academic year.</p>

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<p>b) To provide classes that give students the math skills necessary for upper-division work in math and math-related fields.</p> <p>Saddleback College goal most relevant: Saddleback College goal A.1.2.2 (Provide a comprehensive, broad range of high quality courses and programs to enable students to pursue their educational objectives and career goals.)</p>	<p>Students in our Business Calculus sequence (Math 8 and Math 11) will demonstrate computational skills appropriate to the level of the class in which they are enrolled .</p>	<p>The department will use embedded test questions. Students earning at least 70% of the available credit on a problem will be deemed successful on that problem. Rather than set an arbitrary goal for our success rate, we will use the results of this year's assessment to set meaningful goals for future assessments.</p>	<p>The student success rate for this SLO was 67.1%.</p>	<p>As a department, we were concerned that our success rate dropped from our previous assessment. Since we had chosen the assessed topic for both classes to be similar (dealing with exponential functions), we agreed to emphasize this material as much as possible in Math 8 so that students will be really solid on it by the time they reach Math 11. We will move on to assess students' critical thinking skills in the 2010-2011 academic year.</p>

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	<p>Students in our Calculus sequence (Math 124, Math 2, Math 3a, and Math 3b) will demonstrate computational skills appropriate to the level of the class in which they are enrolled.</p>	<p>The department will use embedded test questions. Students earning at least 70% of the available credit on a problem will be deemed successful on that problem. Rather than set an arbitrary goal for our success rate, we will use the results of this year's assessment to set meaningful goals for future assessments.</p>	<p>The student success rate for this SLO was 69.4%.</p>	<p>As a department, we were thrilled to see a big improvement in this SLO. In our previous assessment, we had discovered problems in our assessment method for two classes: 3b and 124. We addressed these problems and believe the current results are more indicative of our students' computational abilities. We will move on to assess their critical thinking skills in the 2010-2011 academic year.</p>