

ACADEMIC YEAR 2021-2022 / ANNUAL PROGRAM REVIEW (APR)

MWoK Student Learning Assessment

This view always presents the most current state of the plan item.

Plan Item was last modified on 10/28/21, 2:05 PM

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Template:

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Name of degree/major or credential (example: Psychology BA/BS):

MWoK Student Learning Assessment

Assessment Cycle State Date:

3/1/2021

Assessment Cycle End Date:

7/1/2022

Progress:

Section Completed, Waiting for Feedback

Providing Department:

Mathematical WOK

Responsible Users:**Assessment Report Contact:**

Dean Panttaja

Program Changes in Past Year:

Adjustment at the State level to the Learning Competencies for this disciplinary area of Statewide General Education which required curriculum review through existing syllabi.

Addition of the Following courses: MATH 153 / STAT 153 Introduction to Statistical Reasoning

Learning Outcomes are Communicated to All Students in Program (check box if true):

true

Learning Outcomes are Communicated to All Faculty (check box if true):

true

Optional: Framework Alignment:

AAC&U VALUES Rubrics

Import Outcomes Data (from Anthology Outcomes):

Outcome #1 -Read, interpret, and communicate mathematical concepts.

Outcome #2 -Represent and interpret information/data.

Outcome #3 -Select, execute, and explain appropriate strategies/procedures when solving mathematical problems.

Outcome #4 -Apply quantitative reasoning to draw and support appropriate conclusions.

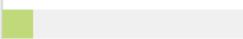
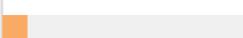
1.

Mathematical Concepts

The student will be able to read, interpret, and communicate mathematical concepts.

Academic Year 2020-2021: Mathematical Ways of Knowing

Term: Overview

Exceeded		43.1%	25
Met		12.07%	7
Partially Met		10.34%	6

Not Met		34.48%	20
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2.

Interpret Information and Data

The student will be able to represent and interpret information/data.

Academic Year 2020-2021: **Mathematical Ways of Knowing**

Term: **Overview**

Exceeded		41.22%	54
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Met		19.85%	26
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Partially Met		12.98%	17
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Not Met		25.95%	34
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3.

Problem Solving Strategies

The student will be able to select, execute, and explain appropriate strategies/procedures when solving mathematical problems.

Academic Year 2020-2021: **Mathematical Ways of Knowing**

Term: **Overview**

Exceeded		23.27%	47
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Met		30.2%	61
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Partially Met		20.3%	41
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Not Met		26.24%	53
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4.

Mathematical Conclusions

The student will be able to apply quantitative reasoning to draw and support appropriate conclusions.

Academic Year 2020-2021: **Mathematical Ways of Knowing**

Term: **Overview**

Exceeded		15.09%	16
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Met		9.43%	10
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Partially Met		15.09%	16
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Not Met		60.38%	64
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Summary of Student Learning:

The number of students reported on in this category is 366.

Students in Outcome 1 met or exceeded the outcome at the 55th percentile (43.01% exceeded and 12.07% met the expectations of the faculty). Students in Outcome 2 met or exceed the outcome at the 61st percentile (41.22% exceeded and 19.85% met the expectations of the faculty). Students in Outcome 3 met or exceed the outcome at the 53rd percentile (23.27% exceeded and 30.02% met the expectations of the faculty). Students in Outcome 4 met or exceed the outcome at the 25th percentile (15.09% exceeded and 9.43% met the expectations of the faculty).

These scores are not acceptable thresholds, an eye should be kept on next years' reporting. I feel a good benchmark is the 75th percentile for all general education classes. Outcome 4 at the 25th percentile is alarming as this is associated with "Apply quantitative reasoning to draw and support appropriate conclusions" and isn't that what mathematics is about? Work will be done here.

Attached Files

There are no attachments.

Summary of Faculty Discussion:

Discussion at UCGE regarding the next steps for unreported Math Outcomes and what should be required.

Attached Files

There are no attachments.

Summary of Changes/Improvements Being Considered:

It was determined by the University Committee on General education in consultation with the Director of General Education that a determination of evaluative rotation for learning outcomes should be establish within each GEM area.

Attached Files

There are no attachments.

Inter-rater Reliability:

Since courses in general education utilize multiple educators, over multiple disciplines, with multiple assessment strategies, a method for inter-reliability outside of singular disciplinary courses with multiple sections (e.g. English 101 & 102) this cannot be established immediately. The University Committee on General Education will explore this topic.

Closing the Loop:

As this is the establishment of a baseline in the new assessment system there is nothing to report as a closure in this GEM area. However, all areas are continuing to approve, remove, or adapt curriculum through the University Committee on General Education process and Through the University Curriculum Committee for either efficiency or to align with changing State Competencies for the GEM areas.

Attached Files

There are no attachments.

Quality Assessment Feedback:**Attached Files**

There are no attachments.

Related Items

No connections made

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