General Education Annual Course Assessment Form

Course Number/Title: Math 10
GE Area: B4

Results reported for AY: 2015-2016
# of sections: 4
# of instructors: 3

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Department Chair: Maria (Bem) Cayco
College: Science

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

SLO 1: Mathematical concepts courses should prepare the student to use mathematical methods to solve quantitative problems, including those presented in verbal form.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Assessment data was collected from all 4 sections of Math 10 offered in AY 2015-2016.

Using embedded questions on the final exam, we found that 50.4% of the 137 students who took Math 10 performed at the C level or higher on questions related to SLO 1. This is noticeably lower than the 80.7% obtained in 2012-2013 when SLO 1 was last assessed. However, students enrolled in Math 10 do not generally have strong mathematical backgrounds, so it is not very surprising that they have difficulty with word problems, and it may be that the previous results are something of an outlier.

The embedded questions used for this assessment include (sample of 2 out of 4):

(Fall 2015)
A survey of senior citizens wishes to determine where they shop. Of 357 seniors surveyed, 209 shop at Groblix, 158 shop at Windoodle, and 74 shop at both Groblix and Windoodle. Of those surveyed, how many do not shop at either store?

(Spring 2016)
a) Given a family with three children, what is the probability that the youngest is a girl, given that there are at least two girls?
b) Two professors have three daughters and no sons. Assuming boy and girl babies are equally likely, what is the probability of this event?
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

We will re-emphasize the importance of the course learning objectives to the instructors teaching the course. Otherwise, we do not plan to make any modifications to the course, assessment activities, or assessment schedule for Math 10.

**Part 2**

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections of Math 10 are still aligned with the B4 area goals.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

N/A