

University of New Mexico – Los Alamos
HED General Education Assessment
Academic Year 2010-2011

AREA I – Communications

AREA II - Math

ENGL 101/ ENGL 1113

<p align="center"><u>State Competencies</u> (Learning Outcomes Being Measured)</p>	<p align="center"><u>Assessment Procedures</u> ENGL 101/ENGL 1113 Final Essay Exam assessed by panel --Rubric attached</p>	<p align="center"><u>Assessment Results</u> Assessed Fall 2010 (41 students total all percentages are rounded)</p>	<p align="center"><u>How Results Will Be Used To</u> <u>Make Improvements</u></p>
<p>1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.</p>	<ul style="list-style-type: none"> • Skill A1 Logical Order (Rhetorical Framework) • Skill B1 Support Ideas (Answers Question) 	<p><i>Skill A1</i> Mastered 34% Acquired 43% Practicing 17% Skill not present 4%</p> <p><i>Skill B1</i> Mastered 36% Acquired 46% Practicing 17% Skill not present 2%</p>	<p>We exceeded our goal of 75% of students mastering/acquiring each skill. We will continue our practices and monitor our progress.</p>
<p>2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.</p>	<ul style="list-style-type: none"> • Skill A1 Logical Order (Rhetorical Framework) • Skill A2 Logical Order (Within Paragraph) 	<p><i>Skill A1</i> Mastered 34% Acquired 43% Practicing 17% Skill not present 4%</p> <p><i>Skill A2</i> Mastered 29% Acquired 46% Practicing 19% Skill not present 4%</p>	<p>We exceeded our goal of 75% of students mastering/acquiring each skill. We will continue our practices and monitor our progress.</p>
<p>3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).</p>	<ul style="list-style-type: none"> • Skill B2 Support Ideas (Uses specific examples) 	<p><i>Skill B2</i> Mastered 34% Acquired 51% Practicing 14% Skill not present 0%</p>	<p>Results (85%) indicate that we will continue exercises on practicing in identifying and incorporating examples and support.</p>

<p>4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.</p> <p>Students should: Use standard processes for generating documents or oral presentations independently and in groups.</p>	<ul style="list-style-type: none"> • Skill C Sentence Clarity 	<p><i>Skill C</i> Mastered 43% Acquired 39% Practicing 26% Skill not present 2%</p>	<p>Results (82%) are up from 64% last year. We will continue to incorporate mechanic skills in class with workshops and exercises.</p>
<p>5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.</p> <p>Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.</p>	<ul style="list-style-type: none"> • Skill B2 Answers Question (Uses specific examples) 	<p><i>Skill B2</i> Mastered 34% Acquired 51% Practicing 14% Skill not present 0%</p>	<p>Results (85%) indicate that we will continue exercises on practicing in identifying and incorporating examples and support.</p>
<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.</p> <p>Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I</p>	<p>Not assessed at this time</p>		<p>Will discuss need for assessment.</p>

Area I Assessment completed by Mickey Marsee, Curriculum Coordinator, Communications Department
505-662-5919 mickev1@unm.edu

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

English 101

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3

**Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the
Dean**

Gen. Ed. Core Course: Engl 101 _____ Date: June 22, 2011 _____

Department: Communications College: UNM-LA _____

Report (2010-2011)/plan (2011-2012) status: **approved** **revise and resubmit** _____

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs, measurement, results, etc. and how these work with the English writing sequence team.

Concerns/Questions

Do you find that the year end assessment helps the English composition teachers stay aware of curriculum issues, teaching delivery methods, etc.? I know that you discuss these with the group and that the English department actively reviews its curriculum and approaches regularly. It appears to be paying off.

Suggestions for future reports or assessment approaches:

Other comments:

I know that you have been re-designing Engl 101, and it’s working well. I’m glad to see the substantial improvement in sentence clarity this year.

HED Area I Courses—Communication Competencies
ENGL 102/ ENGL 1114

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> ENGL 102/ENGL 1114 Final Essay Exam assessed by panel --Rubric attached	<u>Assessment Results</u> Assessed Spring 2011 (24 students/ all percentages are rounded)	<u>How Results Will Be Used To Make Improvements</u>
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	Skill A: Logical Area	Skill A Mastered 46% Acquired 42% Practicing 12% Skill not present 0%	These results showing a 84% success rate indicate that we will continue to use our current curriculum for organization in essay writing.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.	Skill A: Logical Area	Skill A Mastered 46% Acquired 42% Practicing 12% Skill not present 0%	These results showing a 84% success rate indicate that we will continue to use our current curriculum for organization in essay writing.
3. Students will use effective rhetorical strategies to persuade, inform, and engage.	Skill A: Logical Area	Skill A Mastered 46% Acquired 42% Practicing 12% Skill not present 0%	Results indicate that we will continue exercises on practicing rhetorical framework.
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	Skill C: Sentence Clarity	Skill B2 Mastered 38% Acquired 50% Practicing 12% Skill not present 0%	Results (88%) indicated that current curriculum is successfully addressing sentence clarity learning.
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	Skill B: Supports Ideas	Skill B2 Mastered 42% Acquired 38% Practicing 21% Skill not present 0%	Results (80%) indicate that we will continue exercises on practicing identifying and incorporating examples and support.
6. Students will engage in reasoned civic discourse while recognizing the distinctions	Not assessed at this time		Will discuss need for assessment.

among opinions, facts, and inferences.			
End -- Area I			

Area I Assessment completed by Mickey Marsee, Curriculum Coordinator, Communications Department UNM-Los Alamos-- Communications Department
505-662-5919 mickevl@unm.edu

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

English 102

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3

<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3
<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3

**Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the
Dean**

Gen. Ed. Core Course: Engl 102 _____ Date: June 22, 2011 _____

Department: Communications _____ College: UNM-LA _____

Report (2010-2011)/plan (2011-2012) status: **approved** **revise and resubmit** _____

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs, measurement, results, etc.

Concerns/Questions

It’s my understanding that you’ve moved to a more rhetorical/argument-based Engl 102 with less literary analysis. Is that correct? Whatever you are doing, it seems to be working quite well. I’m happy to see such high scores this year.

With more new faculty on board this coming fall, I hope that mentoring them through the assessment process goes well. The cross-grading of midterms and panel evaluations for outcomes seems to continue to be a strength for this department.

Suggestions for future reports or assessment approaches:

Other comments:

HED Area I Courses—Communication Competencies

ENGL 219

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> ENGL 219 Final Project --Rubric attached	<u>Assessment Results</u> Assessed Fall 2010 & Spring 2011 (50 students total all percentages are rounded)	<u>How Results Will Be Used To</u> <u>Make Improvements</u>
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	<ul style="list-style-type: none"> Skill A: Audience 	Skill A Mastered 76% Partial 12% No Mastery 12%	We exceeded our goal of 75% of students mastering/acquiring each skill. We will continue our practices and monitor our progress.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.	<ul style="list-style-type: none"> Skill B: Page Design 	Skill B Mastered 76% Partial 12% No Mastery 12%	We exceeded our goal of 75% of students mastering/acquiring each skill. We will continue our practices and monitor our progress.
3. Students will use effective rhetorical strategies to persuade, inform, and engage.	<ul style="list-style-type: none"> Skill C: Genre 	Skill C Mastered 84% Partial 4% No Mastery 12%	We exceeded our goal of 75% of students mastering/acquiring each skill. We will continue our practices and monitor our progress.
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	<ul style="list-style-type: none"> Skill A, B, C 	Skill A Mastered 76% Partial 12% No Mastery 12% Skill B Mastered 76% Partial 12% No Mastery 12%	Skill C Mastered 84% Partial 4% No Mastery 12% We exceeded our goal of 75% of students mastering/acquiring each skill. We will continue our practices and monitor our progress.
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	<ul style="list-style-type: none"> Skill not assessed at this time 		

<p>6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens. End -- Area I</p>	<p>Not assessed at this time</p>		<p>Will discuss need for assessment.</p>
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Area I Assessment completed by

Mickey Marsee, Curriculum Coordinator, Communications Department
UNM-Los Alamos-- Communications Department
September 18, 2009
505-662-5919 X605
mickeyl@unm.edu

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

Engl 219

<p>Report Elements</p>	<p>Exemplary 3</p>	<p>Acceptable 2</p>	<p>Unacceptable 1</p>	<p>Score for each Element</p>
<p><i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i></p>	<p>SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.</p>	<p>Not all of the SLOs were stated in measurable terms.</p>	<p>No SLOs were listed.</p>	<p>3</p>
<p><i>Assessment method/measure for each SLO</i></p>	<p>Two or more appropriate measures were used for each SLO.</p>	<p>At least one measure was used or developed for each SLO.</p>	<p>Measures were not used or developed or were inadequate or were not discussed.</p>	<p>3</p>

<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3
<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3

<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: Engl 219 _____ Date: June 22, 2011 _____

Department: Communications _____ College: UNM-LA _____

Report (2010-2011)/plan (2011-2012) status: approved revise and resubmit _____

Strengths of report and progress on assessment "loop":

Clear statement of SLOs, measurement, results, etc.

Concerns/Questions - Were both classes taught online or was there a live class? Are you seeing much difference in achievement between online and live classes?

Suggestions for future reports or assessment approaches:

Other comments:

Excellent results

**HED Area I Courses—Communication Competencies
ENGL 220**

We do not have an instructor trained to assess this course at this time.

Note: No Evaluative rubric on this report.

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: Engl 220 Date: June 22, 2011

Department: Communications College: UNM-LA

Report (2010-2011)/plan (2011-2012) status: approved revise and resubmit
I'm approving report, but please not my questions/future plans

Strengths of report and progress on assessment "loop":

Concerns/Questions

Suggestions for future reports or assessment approaches:

What is your plan for addressing this hole in assessment? Given that this course is nearly always taught by adjunct faculty, is there a way to create an rubric with the learning outcomes and help a faculty member try to assess this appropriately the next time this course is taught?

Next time report if the class made, who taught it, and what attempts at assessment were made.

Other comments:

The English department has done a stellar job of the freshman level composition and technical writing. I realize that 220 isn't taught as often here, but the outcomes are similar to the lower levels, and I think a rubric and measurement plan can be made that could be given to new or old adjuncts to follow.

HED AREA II - Math

Core Competencies Assessment 2010-2011: Area II Courses

UNM-Los Alamos

Mathematics – Algebra Competencies

UNM MATH 121 College Algebra/MATH 1113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
<p>1. Construct and analyze graphs and/or data sets. Students should:</p> <ol style="list-style-type: none"> Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions. Construct graphs using a variety of techniques including plotting points, using properties of basic transformations of functions, and by using key characteristics of functions such as end behavior, intercepts and asymptotes. Determine the key features of a function such as domain/range, intercepts, and asymptotes. 	<p><i>The course objectives and student learning outcomes are distributed to all faculty before the beginning of each semester. At the end of the semester, all students are given a comprehensive final examination with correlations between the problems on the exam and the student learning outcomes stated on the syllabus. This method is standardized with all math courses and all faculty, both regular and adjunct. Additionally, we routinely use CATs to assess in some courses. All results have been compiled here for College Algebra. We have chosen 70% success at the advanced or basic skills mastery to be the benchmark for success. The syllabus for our course needs to be revised to better match the state competencies</i></p> <p><i>Three learning outcomes from the syllabus were assessed for this competency: At the conclusion of the course, the student should be able to:</i></p> <p><i>SLO # 1 Sketch the graphs of linear, higher-order polynomial, rational, absolute value,</i></p>	<p>SLO 1 Advanced Mastery 33.93% Basic Skills Mastery 42.86% Progress 14.29% No Progress 8.93%</p> <p>SLO 3 Advanced Mastery 35.71% Basic Skills Mastery 28.57% Progress 25.00% No Progress 10.71%</p> <p>SLO 13 Advanced Mastery 28.57% Basic Skills Mastery 39.29% Progress 21.43% No Progress 10.71%</p>	<p>Results will be discussed at the beginning of the fall 2011 semester so that faculty can make plans for improvement. We will ask questions such as, “did the test item adequately assess the learning outcome?” “Is the rubric adequate for this use?” “Where do our students need more intense work?” “How will we make these changes?” “Do we need to revise our syllabus?” “Is the book we are using the best choice for our students?”</p> <p>This year the mastery on graphing is average, but it definitely should be improved. SLO 1 met the goal of 70% success. The other 2 were slightly below and need to be improved.</p>	<ol style="list-style-type: none"> Continue to emphasize graphing, particularly transformations Create supplemental instruction Discuss use of calculator and make policy uniform A look at various instructors work indicates inconsistencies in either teaching or in assessment. We need to determine the source of the inconsistencies and address the problems. Revise the syllabus

Core Competencies Assessment 2010-2011: Area II Courses

UNM-Los Alamos

Mathematics – Algebra Competencies

UNM MATH 121 College Algebra/MATH 1113

	<p><i>exponential, logarithmic, and radical functions.</i></p> <p><i>SLO # 3 Construct graphs using the basic transformations of functions.</i></p> <p><i>SLO #13 Graph function; find zeros and specific values, as well as key features such as domain, range and intercepts</i></p>			
<p>2. Use and solve various kinds of equations.</p> <p>Students should:</p> <ol style="list-style-type: none"> Solve quadratic equations using techniques such as factoring, completing the square and the square root method, and the quadratic formula. Solve equations using inverse operations for powers/roots, exponents/logarithms and other arithmetic operations. Use the equation of a function to determine its domain, to perform function operations, and to find the inverse of a function. 	<p><i>Three learning outcomes from the syllabus were assessed for this competency: At the conclusion of the course, the student should be able to:</i></p> <p><i>SLO # 5 Solve quadratic equations using various methods.</i></p> <p><i>SLO #9 Solve exponential and logarithmic equations.</i></p> <p><i>SLO #15 Understand what is meant by a pair of inverse functions, know how to algebraically find the inverse of some functions, know the graphical characteristics of a pair of inverse functions, and know how to prove a function either is or is not an inverse of another function</i></p>	<p>SLO 5 Advanced Mastery 41.07% Basic Skills Mastery 33.93% Progress 21.43% No Progress 3.57%</p> <p>SLO 9 Advanced Mastery 19.64% Basic Skills Mastery 33.93% Progress 39.29% No Progress 12.50%</p> <p>SLO 15 Advanced Mastery 17.86% Basic Skills Mastery 42.86% Progress 23.21% No Progress 16.07%</p>	<p>Results will be discussed at the beginning of the fall 2011 semester so that faculty can make plans for improvement. We will ask questions such as, “did the test item adequately assess the learning outcome?” “Is the rubric adequate for this use?” “Where do our students need more intense work?” “How will we make these changes?” “Do we need to revise our syllabus?” “Is the book we are using the best choice for our students?”</p> <p>In the area of equation solving, students met the 70% success rate for quadratics. The success in finding inverses was close to 70%, but it was inadequate in logarithms.</p>	<ol style="list-style-type: none"> Emphasize logarithms. Put it near the beginning of the semester. Create a supplemental learning lab for students needing more work. A look at various instructors work indicates inconsistencies in either teaching or in assessment. We need to determine the source of the inconsistencies and address the problems.
<p>3. Understand and write mathematical explanations using appropriate definitions and symbols.</p> <p>Students should:</p> <ol style="list-style-type: none"> Correctly use function notation and the vocabulary associated with functions. Describe the implications of key features of a function with respect to its graph 	<p><i>Two learning outcomes from the syllabus were assessed for this competency: At the conclusion of the course, the student should be able to:</i></p> <p><i>SLO #10 Use and understand function notation. Know the vocabulary related to functions</i></p> <p><i>SLO #17 Apply knowledge of functions, especially linear, quadratic, exponential, and</i></p>	<p>SLO 10 Advanced Mastery 25.00% Basic Skills Mastery 28.57% Progress 41.07% No Progress 5.36%</p> <p>SLO 17 Advanced Mastery 10.71% Basic Skills Mastery 25.00% Progress 41.07% No Progress 23.21%</p>	<p>Results will be discussed at the beginning of the fall 2011 semester so that faculty can make plans for improvement. We will ask questions such as, “did the test item adequately assess the learning outcome?” “Is the rubric adequate for this use?” “Where do our students need more intense work?” “How will we make these changes?” “Do we need to revise</p>	<ol style="list-style-type: none"> Create more engaging assignments using mathematical definitions and vocabulary. Try supplemental instruction that would give students a sample of actual real world use of mathematics. A look at various instructors work indicates inconsistencies in either teaching or in assessment. We need to

Core Competencies Assessment 2010-2011: Area II Courses

UNM-Los Alamos

Mathematics – Algebra Competencies

UNM MATH 121 College Algebra/MATH 1113

<p>and/or in relation to its real world context.</p>	<p><i>logarithmic functions, to many specific real-world applications.</i></p>		<p>our syllabus?” “Is the book we are using the best choice for our students?”</p> <p>We need to work in depth for this area. Students did not make the 70% success rate in either SLO. Students clearly are not able to understand the importance or the meaning of a graph or its pieces, the vocabulary or notation of functions, even if they are able use the terms and do the mechanics.</p>	<p>determine the source of the inconsistencies and address the problems.</p>
<p>4. Demonstrate problem solving skills within the context of mathematical applications. Students should:</p> <ol style="list-style-type: none"> Apply the knowledge of functions to identify an appropriate type of function to solve application problems. Solve application problems including those requiring maximization or minimization of quadratic functions and exponential growth & decay problems. Interpret the results of application problems in terms of their real world context. <p>End – Area II - Algebra</p>	<p><i>One learning outcome from the syllabus was assessed for this competency: At the conclusion of the course, the student should be able to:</i> <i>SLO #17 17Apply knowledge of functions, especially linear, quadratic, exponential, and logarithmic functions, to many specific real-world applications</i></p>	<p>SLO 17 Advanced Mastery 10.71% Basic Skills Mastery 25.00% Progress 41.07% No Progress 23.21%</p>	<p>Results will be discussed at the beginning of the fall 2011 semester so that faculty can make plans for improvement. We will ask questions such as, “did the test item adequately assess the learning outcome?” “Is the rubric adequate for this use?” “Where do our students need more intense work?” “How will we make these changes?” “Do we need to revise our syllabus?” “Is the book we are using the best choice for our students?”</p> <p>Students did not make the 70% success rate in this area. This topic must be a priority for all of our math courses</p>	<ol style="list-style-type: none"> Create more engaging assignments using applications. Try supplemental instruction that would give students a sample of actual real world experience. A look at various instructors work indicates inconsistencies in either teaching or in assessment. We need to determine the source of the inconsistencies and address the problems.

Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning

Math Algebra

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: Math 121- Algebra _____ Date: June 22, 2011 _____

Department: Math _____ College: UNM-LA _____

Report (2010-2011)/plan (2011-2012) status: **approved** **revise and resubmit** _____

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs, measurement, results, etc. and how these work with the math team.

Concerns/Questions

We’ve already discussed the issues you saw as you did the assessment report, and I think your plans are on target. We do need to address the areas that are slipping, and to mentor new teachers. This is important to our entire academic program because math skills underlie so many other areas, especially science and technology. I recognize that it’s more difficult to deal with a largely adjunct faculty and with a distant site as well, so please record your travel and request reimbursement.

Suggestions for future reports or assessment approaches:

Other comments:

Core Competencies Assessment 2010-2011: Area II Courses

UNM–Los Alamos

Mathematics – Statistics Competencies

UNM STAT 145

Introductory Statistics/Math 2113

<u>State Competencies</u> (Learning Outcomes Being Measured)	<u>Assessment Procedures</u> Course Name and NMCCN (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	<u>How Results Will Be Used To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/Priorities
<p>1. Construct and analyze graphs and/or data sets. Students should be able to:</p> <ul style="list-style-type: none"> a. Organize data and display in frequency distribution and find percentile points and ranks for the distribution. b. Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences. 	<p><i>The course objectives and student learning outcomes are distributed to all faculty before the beginning of each semester. At the end of the semester, all students are given a comprehensive final examination with correlations between the problems on the exam and the student learning outcomes stated on the syllabus. This method is standardized with all math courses and all faculty, both regular and adjunct. Additionally, we routinely use CATs to assess in some courses. All results have been compiled here for College Algebra. We have chosen 70% success at the advanced or basic skills mastery to be the benchmark for success.</i></p>			<p>Our syllabus for this course must be revised to reflect the competencies created by the state. Intense training of faculty in the area of outcomes assessment must happen this year so that student learning can be properly assessed during the 2011-2012 academic year.</p>
<p>2. Use and solve various kinds of equations. Students should:</p> <ul style="list-style-type: none"> a. Compute mean, median, mode, and standard deviation. b. Calculate the least 				

Core Competencies Assessment 2010-2011: Area II Courses

UNM–Los Alamos

Mathematics – Statistics Competencies

UNM STAT 145

Introductory Statistics/Math 2113

<p>squares regression equation and the correlation coefficient.</p> <p>c. Determine basic probabilities and probabilities associated with the standard normal curve.</p> <p>d. Understand the binomial distribution and its properties.</p> <p>e. Compute sampling distributions of sample means.</p> <p>f. Compute the mean and standard deviation of sample means.</p> <p>g. Calculate margin of error given sample size and sample size given margin of error.</p> <p>h. Construct confidence intervals for population means and proportions.</p> <p>i. Calculate test statistics.</p>				
<p>3. Understand and write mathematical explanations using appropriate definitions and symbols.</p> <p>Students should:</p> <p>a. Use Z-scores appropriately.</p> <p>b. Construct probability distributions.</p> <p>c. Write confidence intervals.</p> <p>d. Understand the Central Limit Theorem and when to apply it.</p> <p>e. Write null and alternate</p>				

Core Competencies Assessment 2010-2011: Area II Courses

UNM–Los Alamos

Mathematics – Statistics Competencies

UNM STAT 145

Introductory Statistics/Math 2113

<p>hypotheses. f. Understand the concept of significance level and P values. g. Apply the steps for inference/hypothesis testing. h. Describe the basic elements of sampling and experimental design. i. Define parameters and statistic.</p> <p>End Area II – Statistics</p>				
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**Evaluative Rubric for Annual Progress Reports on Gen. Ed. Core Course Assessment of Student Learning
Math Statistics**

Report Elements	Exemplary 3	Acceptable 2	Unacceptable 1	Score for each Element
<i>Gen. Ed. Core Course student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	1
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	1
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	1
<i>Description of plans for the coming year (2011-2012), including any significant changes to Gen. Ed. Core course SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	1

Feedback on the Gen. Ed. Core Course Assessment Annual Progress Report from the Dean

Gen. Ed. Core Course: Stat 145 Date: June 22, 2011

Department: Math College: UNM-LA

Report (2010-2011)/plan (2011-2012) status: approved revise and resubmit

Strengths of report and progress on assessment “loop”:

Clear statement of SLOs, measurement, results, etc. and how these work with the math team.

Concerns/Questions

We’ve already discussed the issues you saw as you did the assessment report, and I think your plans are on target. New and old faculty must be held accountable for outcomes assessment – in a manageable and useful form. Please share with them the scores on this report.

Suggestions for future reports or assessment approaches:

Perhaps we should ask Tom Root to provide a teleconferencing professional development opportunity, and if you and other CCs can decide upon desired topics, try to get some adjunct faculty to attend. Or, hold a follow-up with materials for adjuncts at another time.

Other comments:

I will approve this report, as we know this baseline is an important measurement for the future, but I know that I will see improvement next year.

**Summary of Student Outcomes Assessment
Mathematics
Academic Year Fall 2010-Spring 2011**

Summary of Test-Item Analysis

Course	Learning Outcome	Compilation of students performing acceptably	
Math 099-this course is a developmental course	Multiply Fractions	96.67%	
	Add fractions	90.00%	
	Divide Decimals	93.33%	
	Add integers	93.33%	
	Convert between decimal, fraction, and percent notation	86.67%	
	Use ratio and proportion to solve problems	93.33%	
	Solve basic percent problems	83.33%	
	Use the correct order of operations	53.33%	
	Convert basic units of measure	90.00%	
	Demonstrate an understanding of the concept of a variable.	86.67%	
	Math 100 this course is a developmental course	Add,subtract,multiply and divide signed number	97.5%
		Add Fractions	67.5%
Correct Order of operations		100%	
Simple linear equations		85.00%	
Solve equations with fractions		45.00%	
Solve word problems using linear equations sales tax		35.00%	
Solve word problems using linear equations $d=rt$		55.0%	

	Calculate slope given two points	92.50%
	Find equation of line from two points	55.00%
	Graph linear equations	67.50%
	Scientific notation	75.00%
	Integer exponents	60.00%
	Subtract polynomials	82.50%
	Multiply polynomials	87.50%
	Divide polynomials	65.00%
	Factor polynomials	82.50%
Math 120	Evaluate expressions in functional notation	93.75%
	Solve word problems in one variable (linear)	68.75%
	Graph linear equations	73.96%
	Solve linear inequalities using absolute value.	56.25%
	Factor polynomials	89.58%
	Factor polynomials	65.63%
	Identify the domain of a function	62.50%
	Add rational expressions	61.46%
	Simplify complex fractions	63.54%
	Solve word problems using rational equations	30.21%
	Simplify Radical expressions.	60.42%
	Solve equations involving radicals	64.58%
	Find the distance between two points.	77.08%
	Solve quadratic equations	70.83%
	Graph parabolas	55.21%
	Simplify logarithmic expressions	67.71%
Math 121 this course is a general core course	Understand the basic transformations of functions: horizontal and vertical shifts, reflections, and non-rigid transformations	64.29%
	Graph a function; find zeros and specific values of the function as well as key features such as domain, range and intercepts	67.86%
	Sketch the graphs of linear, higher-order polynomial, rational, absolute value, exponential, logarithmic, and radical functions.	76.79%
	Use and understand function notation. Determine the key features of a function, for	53.57%

	example, domain and range	
	Solve quadratic equations using various methods	75.00%
	Use the Fundamental Theorem of Algebra with the Linear Factor Theorem to recognize how many roots a higher order polynomial has in the complex number system	67.86%
	Solve basic inequalities and graph on the real number line their solution sets	53.57%
	Solve Exponential and Logarithmic equations.	53.57%
	Understand the definitions: “complex plane”, “absolute value of a complex number”, “addition” and “multiplication” of complex numbers, and “conjugate” of a complex number	69.64%
	Apply knowledge of functions, especially linear, quadratic, exponential, and logarithmic functions, to many specific real-world applications	35.71%
	Understand what is meant by a pair of inverse functions, know how to algebraically find the inverse of some functions, know the graphical characteristics of a pair of inverse functions, and know how to prove a function either is or is not an inverse of another function	60.71%
	Write and simplify the difference quotient for a given function	26.79%
	Recognize and use the standard equation for a circle	17.86%
Math 123	Use the unit circle to define the six trigonometric functions	89.47%
	Graph the sine, cosine, and tangent functions.	63.16%
	Solve right triangles and draw a sketch in an applied problem when necessary.	89.47%
	Solve non-right triangles using the law of sines and the law of cosines	94.74%

	Prove trigonometric identities	36.84%
	Apply addition and subtraction, double-angle and half-angle formulas	73.68%
	Solve trigonometric equations	57.89%
	Work with the trigonometric form of complex numbers, including DeMoivre's formula	47.37%
	Add and subtract vectors in two dimensions, use the dot product to project one vector onto another and to determine the angle between two vectors, and solve a variety of word problems using vectors	68.42%
	Use polar coordinates including graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa	73.68%
Math 150 this course is a gen ed core course	Solve systems of linear equations by graphing, by elimination, by substitution, by using matrices, and by applying Cramer's Rule	76.92%
	Solve exponential and logarithmic equations	26.92%
	Recognize arithmetic and geometric sequences and series	84.62%
	Use exponential and logarithmic functions to solve real world problems of exponential growth and decay.	69.23%
	Graph equations of conic sections and apply knowledge of conics to solve application problems	61.54%
	Understand and do some proofs by mathematical induction	50.00%
	Graph exponential and logarithmic functions and determine overall behavior for the graphs.	88.46%
	Do matrix operations, including row operations and find determinants of square matrices	50.00%
	Find sequences of partial sums of arithmetic and geometric series	65.38%
	Find the inverse of a square matrix	61.54%
Math 162 this	Show an intuitive understanding of the concept	80.00%

course is a gen ed core course	of limit	
	Find limit of a function and its continuity	70.00%
	Differentiation	100.00%
	Implicit and logarithmic differentiation	80.00%
	Apply first and 2econd derivatives to graphing	100.00%
	Integration (indefinite and definite)	90.00%
	L'Hoptials rule	60.00%
	Apply derivatives to realted rates, extrema, graphing	70.00%
	Use definite integral to calculate area	60.00%
	Fundamental theorems of calculus	80.00%
Math 163 this course is a gen ed core course	Solve first order linear differential equations	100.00%
	Compute integrals using integration by parts	88.24%
	Integrate simple transcendental functions	64.71%
	Perform improper integrals	76.47%
	Find arc length or surface area of revolution	76.47%
	Find value of converging geometric and telescoping series	88.24%
	Use correct mathematical notation	58.82%
	Convergence of infinite series	82.35%
	Interval of convergence of a power series	70.59%
	Taylor polynomial approximations	76.47%
	Curves in polar form	70.59%
Math 264	Demonstrate an understanding of the extension of the concepts of limit and continuity to functions of several variables	90.00%
	Manipulate vectors in 2-&3-space, including vector representation of curves and surfaces, and perform dot product and cross product operations	70.00%
	Calculate line integrals in a plane	90.00%
	Compute arc length and curvature in 3-dimensions	100.00%

	Evaluate iterated integrals in Cartesian, cylindrical and spherical coordinates including applications to volume and mass properties	90.00%
	Compute partial derivatives and differentials, including the chain rule	90.00%
	Recognize and develop the equations of lines and surfaces (planes, cylinders and quadratics) in 3-space	70.00%
	Demonstrate an understanding of extrema: optimization problems; Lagrange multipliers	100.00%
	Use Green's Theorem in a plane	80.00%
	Demonstrate an understanding of directional derivatives and gradient vectors, and determine normal lines and tangent planes to a surface	100.00%
STAT 145 this course is a gen ed core course		

***Highlighted areas have unacceptable results**

What were the students expected to learn in the course?

Each syllabus has a list of Student Learning Outcomes at the beginning. The syllabus for each course is attached.

What forms of evidence were gathered to assess the extent to which students learned?

The course objectives and student learning outcomes are distributed to all faculty before the beginning of each semester. At the end of the semester, all students are given a comprehensive final examination with correlations between the problems on the exam and the student learning outcomes stated on the syllabus. This method is standardized with all math courses and all faculty, both regular and adjunct. Additionally, we routinely use CATs to assess in some courses. All results have been compiled here for College Algebra. We have chosen 70% success at the advanced or basic skills mastery to be the benchmark for success for each SLO.

What were the results of the assessment?

The table above outlines the success rate in each course for each SLO. We have poor results in the developmental area and the algebra series. Our success in the calculus series is very good. The results from our Bernalillo site are much poorer than those

from the Los Alamos site, which is very troubling. Additionally, there seems to be some lack of understanding on how to use the rubric.

There is no consistency with the assessment documents from STAT 145 with the learning outcomes from the state. The syllabus must be revised, the rubric must be revised and the faculty must be trained. This course is always taught by an adjunct, so more help must be given during the assessment phases. Standardization of reporting must be a priority this year.

The calculus series is in the best shape. Only a few items need to be addressed. Every other course has several things that need to be worked on. Any learning outcome with less than 70% acceptable mastery should be addressed with extra work, more emphasis, or different techniques of teaching. These are highlighted. Some items appear to have been judged subjectively in different ways by different instructors. It is not clear that there is a way to avoid these differences without cross-grading exams. The department would rather not do this. . Results from the Bernalillo site are significantly lower than results from the Los Alamos site.

Clearly the developmental level and first college level courses are in the worst shape. Developmental courses are in the process of being revised to make them more relevant and more rigorous. It will probably take several semesters to see the trickle down of improving the lower levels. We could foresee that these worse results may show up in later courses over the next 2 semesters or so.

How has the evidence or information gathered through assessment been used (or how will it be used) to improve student learning?

At the beginning of the fall semester, all math faculty will meet to consider data from the assessment done during the previous Fall-Summer academic year. At this meeting we will ask questions such as, “did the test item adequately assess the learning outcome?” “Is the rubric adequate for this use?” “Where do our students need more intense work?” “How will we make these changes?” “Do we need to revise our syllabus?” “Is the book we are using the best choice for our students?”

We will also need to address the failures at our Bernalillo site as well as the student failures on our campus, particularly where they are linked to an individual instructor. Is it the preparation that our students are getting in our developmental courses, or is the current instruction that needs to change?

At this meeting we will decide how to proceed with assessment for academic year 2011-2012. We must revise some of the syllabi to meet the state competencies. We must train faculty. We must make a plan to increase our success significantly for next year. We will ask the question, “What learning outcomes are the most important to assess for this year?” Final exam problems to be used for test item analysis will be determined in the fall, and then a similar problem will be used during the spring and summer semesters.

Particular attention will be paid to the SLOs that show less than 70% success. We will create a plan for improvement in each area-developmental, algebra, and precalculus.

What improvement initiatives will be undertaken in the fall as a product of the information gathered from assessment?
Faculty in both Bernalillo and Los Alamos will meet in August to determine what must be done to correct the situation.