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| --- | --- | --- | --- | --- |
|  | **Program outcome 1**-Consistency across CCP offerings | **Program outcome 2** –  Collect and organize data, summarize and interpret statistical results, and present findings in a neat and concise format | **AS\_MATH Majors**  **Program outcome 3** –  Students will demonstrate proficiency in solving problems which represent the essence of mathematical science including, but not limited to, optimization, velocity, acceleration, volume, work, series, growth and decay | **Comments** |
| **Course:** STAT 1010 , Spring 2019  **Assessment –** Final Exam  **Benchmark** 100% of CCP instructors will use the department final exam  **Faculty** Sara Rollo | 7/7 |  |  | One CCP instructor removed a few questions; I will have to address this with her. |
| **Course**: MATH 1130, Spring 2019  **Assessment** – Online Homework  **Benchmark:** 100% of CCP instructors will use the online homework component  **Faculty** Sara Rollo | 13/13 |  |  | I send out reminders multiple times prior to the start of the semester and during the semester to help ensure that CCP instructors are using the appropriate materials. |
| **Course**: MATH 1150, Fall 2018  **Assessment**: Final Exam  **Benchmark**: 100% of CCP instructors will use the department final exam  **Faculty**: Sara Rollo | 14/14 |  |  | One CCP instructor removed a few questions; I will have to address this with her. |
| **Course**: Stat 1010, Spring 2019  **Assessment**: Final Project  **Benchmark**: 80% of students who complete the assignment will earn a 77% (C+) or better  **Faculty**: Pam Robison |  | 18/30 or 60% of students who completed the assignment earned a 77% or better on the final project |  |  |
| **Course**: Stat 1010, Spring 2019  **Assessment**: Final Project  **Benchmark**: 80% of students who complete the assignment will earn a 77% (C +) or better  **Faculty**: Christine Shearer |  | 29/30 or 96.7% of students who completed the assignment earned a 77% or better on the final project |  |  |
| **Course**: Stat 1010, Spring 2019  **Assessment**: Final Project  **Benchmark**: 80% of students who complete the assignment will earn a 77% (C +) or better  **Faculty**: Sara Rollo |  | 50/58 or 86% of students who completed the assignment earned a 77% or better on the final project |  |  |
| **Course:** MATH 2030  **Assessment:** Comprehensive Final Exam  **Benchmark:** 80% of students who complete the final exam will receive a 73% (C) or higher  **Faculty:** Sara Rollo |  |  | N/A |  |

**Reflection question to help you write your comment narrative and choose your benchmarks**

**BASIC PARAMTERS:**

* Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
* This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
* Each faculty member should assess at least one program outcome.
* First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
* Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

**REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.**

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above \* for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.