

Student Learning Outcomes for MATH 11

Finite Mathematics

Team Members:

Team Leader:

[Rupinder Sekhon](#) (8947) in MATH

Other members:

1. [Rupinder Sekhon](#) (x8947) MATH

Additional team members/notes about team:

Rupinder Sekhon, Vladimir Logvinenko, Edwin Njinimbam,

Additional Notes:

Outcomes:

Outcome 1 Phase I: Statement

Identify, evaluate, and utilize appropriate linear and probability optimization models and communicate results.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2011

Assessors: Rupinder Sekhon Edwin Njinimbam

Assessment Tools: •

Outcome 1 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

Methods:

We used periodic quizzes, written reports, exams, and a comprehensive final exam.

Findings and Conclusions:

The students performed outstandingly on the prerequisite material. They had difficulties

following instructions, and in communicating their results clearly and logically, and in using appropriate notation. They also had difficulties in translating real world situations into Mathematical models. We ended up spending more time on writing Mathematical models, and appropriate use of notation. This helped the students to more proficient, and successful, thus meeting our expectations.

Enhancement (Planned Actions)

Part I:

In analyzing the assessment tool used, we identified the areas where students had difficulties. Next time, we will devote more time on those areas, assign more collaborative exercises, and give more exercises where the student would have to explain the procedure or process involved, and the reasons and/or justification for each step taken.

Part II:

Outcome 2 Phase I: Statement

Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Spring 2011

Assessors: Rupinder Sekhon Edwin Njinimbam

Assessment Tools: •

Outcome 2 Phase III: Reflect & Enhance

Number of people involved in Phase III: 2

Changes:

Methods:

We used periodic quizzes, written reports, exams, and a comprehensive final exam.

Findings and Conclusions:

Students were proficient in using the appropriate technology. They had difficulties identifying and classifying the different types of financial problems, thus were not able to identify the appropriate Mathematical formula needed for particular types of problems, without the use of technology. We spent more time on classifying a variety of financial problems. This enabled the students to be more proficient and successful at identifying the Mathematical formulas for the different financial problems, thus meeting our expectations.

Enhancement (Planned Actions)

Part I:

As a result of our assessment, we will allocate more time in classifying financial problems, and in the understanding of their corresponding Mathematical formulas. This will be accomplished by assigning more written exercises where students will have to explain

why a particular formula is "best" for a particular problem.

Part II:

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