

## Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MATH 14002 Basic Math Concepts II (5)

Department/School: Mathematical Sciences

Proposed Kent Core Category:  Composition  Humanities and Fine Arts  Social Sciences  
(please check appropriate box)  Mathematics and  Humanities  Basic Sciences  
Critical Reasoning  Fine Arts  Additional

*A sample syllabus must accompany the plan.*

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills		<p>Interpret and use various methods of organizing and displaying data such as stem and leaf plots, histograms, bar graphs, pie charts, box and whisker plots.</p> <p>Analyze and interpret normal distributions.</p> <p>Compute and analyze angle measurements of convex polygons.</p> <p>Identify and justify the congruence of triangles.</p> <p>Identify and use similarity of triangles to solve problems.</p> <p>Solve math problems involving linear measurement, area, surface area, and volume.</p> <p>Solve systems of equations and solve problems by being able to write equations.</p>	<p>Homework assignments; Performance on in-class activities; Quizzes and exams Common set of questions assessing student mastery of key concepts on final exam.</p>	<p>Overall student grades will be monitored to track student performance in the course.</p> <p>We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring C or higher on the final exam. In addition, we will report mastery of individual learning outcomes based on a common set of final exam questions.</p>
Apply principles of effective written and oral communication				
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				

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13 September 2010 (approved by the Faculty Senate)

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Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens				
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance				
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				

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Strengthen quantitative reasoning skills		<p>Analyze and use of measures of central tendency and variation to solve problems.</p> <p>Compose and decompose geometric shapes to solve problems.</p> <p>Use constructions to solve problems.</p> <p>Analyze properties of two- and three-dimensional shapes, including area, surface area, and volume.</p> <p>Model geometric problems using algebraic equations.</p>	<p>Homework assignments; Performance on in-class activities; Quizzes and exams Common set of questions assessing student mastery of key concepts on final exam.</p>	<p>Overall student grades will be monitored to track student performance in the course.</p> <p>We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring C or higher on the final exam. In addition, we will report mastery of individual learning outcomes based on a common set of final exam questions</p>

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Understand basic concepts of the academic discipline		<p>Determine probabilities of simple and compound events.</p> <p>Calculate odds and expected value.</p> <p>Recognize, define, draw, and analyze geometrical figures and describe relationships between them.</p> <p>Construct geometric figures and angles with only a compass and straight edge.</p> <p>Convert within measurement systems, both English and metric.</p> <p>Connect algebra and geometry by applying concepts of distance, midpoint, and slope to classify figures and solve problems in the coordinate plane.</p> <p>Experiment with transformations in the plane</p>	<p>Homework assignments; Performance on in-class activities; Quizzes and exams Common set of questions assessing student mastery of key concepts on final exam.</p>	<p>Overall student grades will be monitored to track student performance in the course.</p> <p>We will report percentages of students mastering course material in general, i.e. the overall percentage of students scoring C or higher on the final exam. In addition, we will report mastery of individual learning outcomes based on a common set of final exam questions.</p>

**A separate entity, perhaps a subcommittee of the USC, will collect, compile, and analyze the data, returning the analysis of the data to course coordinators and the chair of the USC. Data will be requested during final exam week and the compilation will be completed before the first week of the subsequent semester.**

**ASSURANCES:**

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.

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3. Modifications to the course and/or assessment plan will be based on the annual review.

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Department Chair/School Director (or designee) Signature

Date

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