# REAL Detailed Assessment Plan Proposal (Foundational Math)

## Program Details

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| Department or School: | Enter dept/school name:­ | Date: |
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| Course Prefix: | Course Number: | Course Title: | Credit Hours: |

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| --- | --- |
| Dept/School Assessment Contact:  | Enter name and email address for contact |

## Course and Learning Goal and Outcomes Documentation Identification

**General Information**

* The assessment plan must be complete
* Course-based assessment is required of all courses designated as Foundational Math
* REAL assessment for courses designated as Foundational Math must be conducted each time the course is taught with results reported annually

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| **FOUNDATIONAL MATH** |

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| **Outcome 1: Students translate information among various mathematical forms (e.g., equations, graphs, diagrams, tables, words)** |

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| **Measure 1**(There must be at least two measures for each of the REAL outcomes)**Type of measure**[ ]  Direct [ ]  Indirect (At least one of the two measures must be direct) | **Description of the measure** (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”) |
| **Population being measured**[ ]  All Students in Course [ ]  Sample (Describe the sampling plan to the right) | **If sampling, please describe the sampling plan** (e.g., random sampling, sampling of course sections) |
| **Criteria and targets for success** | The REAL Council is responsible for establishing the benchmarks (targets) for students achieving competencies in the REAL Curriculum. The benchmark (target) for Foundational Math is 70%: At least 70% of students should achieve “Competent” or “Highly Competent” in Foundational Math. Offering departments decide criteria or standards for determining whether students have successfully achieved learning outcomes for courses (including Foundational and Cornerstone courses), majors, minors, and certificates. For this measure describe the criteria for each of the following levels based on the targets set by the REAL Council (see examples on last page):**Highly Competent****Competent****Below Competent** |
| **Relevant Documentation** | **Please attach documentation related to this measure** (e.g., exam questions, rubrics, survey questions) |
| **Measure 2**(There must be at least two measures for each of the REAL outcomes)**Type of measure**[ ]  Direct [ ]  Indirect (At least one of the two measures must be direct) | **Description of the measure** (the description must be specific and describe how it is related to the learning outcome. It also should be articulated as a single, distinct measure – do NOT combine multiple measures with “and” or “or”) |
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| **Outcome 2: Students successfully solve problems using appropriate mathematical tools** |

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| **Outcome 3: Students draw appropriate conclusions based on mathematical evidence** |

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| **Department Action Plan** |

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| **Action Plan** | Action plans detail the departmental process for reviewing and acting on REAL assessment data results. This is a full departmental process - i.e. should not just be the assessment coordinator’s responsibility – for determining what the assessment data means and what to do moving forward. Departments should be meeting at the beginning of each academic year to discuss and interpret the findings of the previous year’s assessment and strategize ways to make improvements, if necessary. Please describe the process your department will use to review the assessment data and also include the process you will take if students do not achieve the learning outcome targets. |

**Example Criteria for Success**

1. **Example One – Rubric used to score a written assignment**

**Highly Competent** – To score highly competent a student must score “Excellent” on the writing assignment rubric.

**Competent** – To score competent a student must score “Acceptable” on the writing assignment rubric.

**Below Competent –** To score below competent a student must score “Unacceptable” on the writing assignment rubric.

1. **Example Two – Exam questions used to measure student knowledge of a subject**

**Highly Competent** – To score highly competent a student must correctly answer at least 90% of the exam questions.

**Competent** – To score competent a student must correctly answer between 70% and 89% of the exam questions.

**Below Competent –** To score below competent a student must correctly answer less than 69% of the exam questions.

1. **Example Three – Survey question used to measure a student’s perceived knowledge of a subject**

**Highly Competent** – To score highly competent a student must indicate that “after completing this course, I feel highly confident in my knowledge of \_\_\_\_\_.”

**Competent** – To score competent, a student must indicate that “after completing this course, I feel confident in my knowledge of \_\_\_\_\_.”

**Below Competent –** To score below competent a student must indicate that “after completing this course, I do not feel confident in my knowledge of \_\_\_\_\_.”