

CSUCI Mathematics Program  
Assessment of CSUCI Courses

In 2005-06, evaluations of student presentations were solicited from all instructors in the Mathematics Program. The courses involved in this assessment were Math 492 (Internship) and Math 499 (Senior Colloquium). These are senior-level courses in which students must give oral presentations in mathematics, mathematics education, or in some application of mathematics to the sciences. All mathematics majors are required to take two semesters of Math 499. The Mathematics Programs will continue to solicit evaluations from all Mathematics instructors in the 2006-07 academic year and beyond.

The Mathematics courses that satisfy a University or General Education Requirement at CSUCI are Math 94, 95, 101, 105, 108, 137, 140, 150, 151, 201, 202, 208, 230, 308, 318, 329, 330, 331, 430, 437, and 448. This Fall (2006), the Mathematics Program administered a four-part math application problem in each of these courses. All instructors were given a two-week window to administer the problem, and all students in attendance in each class were given 15 minutes to solve the problem without notes or calculators. These problems will be graded on a scale of 0-5 in a uniform way and the information will be used to assess student learning in the mathematics GE curriculum. A different but similar problem will be administered at the end of the Fall semester.

The Mathematics Program plans to continue these two forms of assessment and implement others as our program grows, and we plan to use the data collected to make changes on both course and programmatic levels.

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Assistant Professor of Mathematics  
Mathematics Assessment Coordinator  
CSUCI



# Mathematics

## Student Presentation Evaluation

Event: \_\_\_\_\_

Date: \_\_\_\_\_

Day/Time: \_\_\_\_\_

**Presenter:** \_\_\_\_\_

**Presentation Title:** \_\_\_\_\_

Student is: Fresh Soph Junior Senior Grad

Content	Weak	Strong	N/A
Originality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriateness of methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depth of work (relative to level of student)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** \_\_\_\_\_

Presentation of Content	Weak	Strong	N/A
Gave a clear and organized presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made effective use of graphics, visual aids, illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicated ideas effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** \_\_\_\_\_

Student Learning Outcomes	Weak	Strong	N/A
Demonstrated knowledge of some of the current applications of math in the sciences, industry, or education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated problem solving skills by applying mathematical ideas in some context or situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated the ability to understand, evaluate, or create mathematical proofs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further Student Learning Outcomes	Weak	Strong	N/A
Demonstrated cooperation skills by working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated communication skills by expressing ideas in oral and written form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated a sense of exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Comments:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_