

3 January 2006

To: All Instructional Faculty
From: Valerie Miller, Chair
Improvement of Instruction Committee
Re: Uniform Assessment Policies in Core Courses

The following policies were approved by the faculty at our last faculty meeting and go into effect this semester. The following apply to any and all courses that may receive credit in Areas A and D of the core (*vis a vis* MATH 1070, 1101, 1111, 1113, 1220, 2211, 2212, 2215, and 2420).

- Proposal 1: A cumulative, in-class, non-exemptable final exam is required. This exam will count no less than 20% and no more than 40% of a student's final grade.
- Proposal 2: At least three exams (lasting at least 50 minutes) and at most five exams will be given during the semester (exclusive of the final). At least three exams should count in the determination of a student's final grade.
- Proposal 3: All exams (including the final) must have a free response portion worth at least 50% of the exam.
- Proposal 4: All formal departmental assessments efforts for a course will be assessed in a closed book, no notes format. Any other information needed by students (e.g., statistical tables) will be provided by the instructor.

In addition to the above the following proposal applies to MATH 1070:

- Proposal 5: At least two (2) Excel assignments/projects must be given and graded with the grade counting at least 10% of a student's final grade. These assignments/projects must require the student to use Excel to solve a problem (or conduct a statistical analysis) and require the student to write at least one (1) page describing the problem, the analysis, and the solution.

In addition to Proposals 1 – 4 above the following proposal applies to MATH 1101:

- Proposal 6: The use of appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations is a required element of MATH 1101. These abilities will be assessed and will count a percentage equal to that of an exam in the determination of a student's final grade. The required technologies are the TI-83 graphing calculator or Microsoft Excel.

A scenario similar to that described in Proposal 5 may be used for the assessment elements of Proposal 6.

Further, the Improvement of Instruction Committee recommends that all instructors incorporate a writing element into their classes. It is suggested that this writing element count 10% of a student's final grade.