SLO 1: Critical Thinking
Critical Thinking: Develop a logical, consistent plan to solve a problem, recognize consequences of the solution, and articulate a reason for choosing solution method.

Related Measures
M 1: Critical thinking written or oral assignment
For critical thinking: In an in-class or out-of-class written or oral assignment, the student will state, analyze, and interpret a problem dealing with provided information.

Problem Statement:
Suppose that a piece of machinery costing $10,000 depreciates 20% of its present value each year. [That is, during the first year, 10,000*0.20 or $2,000 is depreciated; during the second year, 8,000*0.20 or $1,600 is depreciated; and so on, year after year.] If the depreciation is calculated this way indefinitely, what is the total depreciation?
Complete the following assignment:
1. Using complete sentences and terms that a person with limited or no knowledge of finance or elementary functions would understand, explain the problem and the methods you will use to arrive at the answer to the problem.
2. Using algebraic techniques, get an answer for the problem. The steps performed should be clearly noted in the order performed.
3. Using complete sentences and terms that a person with limited knowledge of finance or elementary functions would understand, explain how you know that your answer is correct.

Source of Evidence: Written assignment(s), usually scored by a rubric

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MATH2311 Assessment Instrument 2014-15

Target:
70% of students will perform at the acceptable level or above.

SLO 2: Communication skills
Communication Skills: Use and present quantitative information in connection with an argument or problem solution and explicate it in an effective format.

Related Measures
M 2: Communication skills
For communication: In an in-class or out-of-class written or oral assignment, the student will state, analyze, and interpret a problem dealing with provided information.

Problem Statement:
Suppose that a piece of machinery costing $10,000 depreciates 20% of its present value each year. [That is, during the first year, 10,000*0.20 or $2,000 is depreciated; during the second year, 8,000*0.20 or $1,600 is depreciated; and so on, year after year.] If the depreciation is calculated this way indefinitely, what is the total depreciation?
Complete the following assignment:
1. Using complete sentences and terms that a person with limited or no knowledge of finance or elementary functions would understand, explain the problem and the methods you will use to arrive at the answer to the problem.
2. Using algebraic techniques, get an answer for the problem. The steps performed should be clearly noted in the order performed.
3. Using complete sentences and terms that a person with limited knowledge of finance or elementary functions would understand, explain how you know that your answer is correct.

Source of Evidence: Written assignment(s), usually scored by a rubric

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Target:
70% of students will perform at the acceptable level or above.

SLO 3: Empirical and quantitative skills
Empirical and Quantitative: Construct and present a detailed problem statement with evidence of relevant contextual factors and possible approaches for solving the problem, then implement a solution and review the results

Related Measures
M 3: Empirical and quantitative skills
For quantitative reasoning: The student will present, use, and interpret the provided information to present a solution to the problem.

Problem Statement:
Suppose that a piece of machinery costing $10,000 depreciates 20% of its present value each year. [That is, during
the first year, 10,000*.20 or $2,000 is depreciated; during the second year, 8,000*.20 or $1,600 is depreciated; and so on, year after year.] If the depreciation is calculated this way indefinitely, what is the total depreciation?

Complete the following assignment:
1. Using complete sentences and terms that a person with limited or no knowledge of finance or elementary functions would understand, explain the problem and the methods you will use to arrive at the answer to the problem.
2. Using algebraic techniques, get an answer for the problem. The steps performed should be clearly noted in the order performed.
3. Using complete sentences and terms that a person with limited knowledge of finance or elementary functions would understand, explain how you know that your answer is correct.

Source of Evidence: Written assignment(s), usually scored by a rubric