

# Q-core Assessment Report

Course: M 165 Q

Semester: Spring 2014

Instructor(s) and/or supervisor: Lukas Geyer

Assessment done by (2 faculty members): Lukas Geyer and John Lund

Number of students in course: 60

Number of students assessed (at least 6): 44

Description of assignment, problems, and/or questions used for assessment:

All 44 final exams were assessed, out of two sections. The problems used to assess Learning Outcomes were problem 2 for outcome 1, problem 8 for outcome 2, and problem 5 for outcome 3. Problem 2 asked students to answer several questions about the derivative of a function whose graph was given. Problem 8 asked students to sketch two curves and find the area between them. Only the sketch was used to assess Learning Outcome 2. Problem 5 was a related rates “word problem”.

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**Learning Outcome 1:** *Interpret and draw inferences from mathematical or statistical models represented as formulas, graphs, or tables.*

- Total number of assignments assessed: 44
- Number of student assignments demonstrating the learning outcome at an acceptable level, as defined in the *Q-core Rationale and Assessment Plan* : 38
- Proportion of assignments rated as “acceptable”: 86%
- Is this over the specified threshold of 2/3? Yes
- Comments and ideas for better aligning the course or the assignments with the Q-core rationale: None
- Comments and ideas for improving the process of assessment: None

**Learning Outcome 2:** *Represent mathematical or statistical information numerically and visually.*

- Total number of assignments assessed: 44
- Number of assignments demonstrating the learning outcome at an acceptable level, as defined in the *Q-core Rationale and Assessment Plan* : 41
- Proportion of assignments rated as “acceptable”: 93%
- Is this over the specified threshold of 2/3?
- Comments and ideas for better aligning the course or the assignments with the Q-core rationale: None
- Comments and ideas for improving the process of assessment: None

**Learning Outcome 3:** *Employ quantitative methods such as arithmetic, algebra, geometry, or statistical inference to solve problems.*

- Total number of assignments assessed: 44
- Number of assignments demonstrating the learning outcome at an acceptable level, as defined in the Q-core Rationale and Assessment Plan : 36
- Proportion of assignments rated as “acceptable”: 82%
- Is this over the specified threshold of 2/3? Yes
- Comments and ideas for better aligning the course or the assignments with the Q-core rationale: None
- Comments and ideas for improving the process of assessment: None