

Q-core Assessment Report

Course: M171

Semester: Spring 2014

Instructor(s) and/or supervisor: Jack Dockery

Assessment done by (2 faculty members): Jack Dockery and Veronica Baker

Number of students in course: 271

Number of students assessed (at least 6): 146

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

Three problems from the Final Exam were used, one for each of the Learning Outcomes.

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

- Total number of assignments assessed: 146
- Number of student assignments demonstrating the learning outcome at an acceptable level, as defined in the Q-core Rationale and Assessment Plan : 107
- Proportion of assignments rated as “acceptable”: 73.3%
- 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:

- Comments and ideas for improving the process of assessment:

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

- Total number of assignments assessed: 146
- Number of assignments demonstrating the learning outcome at an acceptable level, as defined in the Q-core Rationale and Assessment Plan : 122
- Proportion of assignments rated as “acceptable”: 83.6%

- 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:
- Comments and ideas for improving the process of assessment:

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

- Total number of assignments assessed: 146
- Number of assignments demonstrating the learning outcome at an acceptable level, as defined in the Q-core Rationale and Assessment Plan : 115
- Proportion of assignments rated as “acceptable”: 78.8%
- 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:

- Comments and ideas for improving the process of assessment: