Q-Core Assessment Report

Course: M166 Q

Semester: Spring 2016

Assessment done by (2 faculty members): Kim Nordby and John Lund

Number of students in the course: 66

Number of Students Assessed (at least 6): 55

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

All 55 final exams were assessed, out of the two sections of the course. Problem 2, finding the area between two curves, was used to assess Learning Outcome 1. Problem 4a, making a sketch of a conical tank in a Cartesian coordinate system, was used for Learning Outcome 2. Problem 3, calculating the volume of a solid of revolution, was used to assess Learning Outcome 3.

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

- Total number of assignments assessed: 55
- Number of students assignments demonstrating the learning outcome at an acceptable level, as defined in the *Q-Core Rationale and Assessment Plan:* 51
- Proportion of assignments rated as acceptable: 93%
- Is this over the specified threshold of 2/3? Yes
- Comments and ideas for better aligning the course or the assignment 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: 55
- Number of students assignments demonstrating the learning outcome at an acceptable level, as defined in the *Q-Core Rationale and Assessment Plan:* 52
- Proportion of assignments rated as acceptable: 95%
- Is this over the specified threshold of 2/3? Yes
- Comments and ideas for better aligning the course or the assignment 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: 55
- Number of students assignments demonstrating the learning outcome at an acceptable level, as defined in the *Q-Core Rationale and Assessment Plan:* 43
- Proportion of assignments rated as acceptable: 78%
- Is this over the specified threshold of 2/3? Yes
- Comments and ideas for better aligning the course or the assignment with the Q-Core rationale: None
- Comments and ideas for improving the process of assessment: None

General Comments:

Since M166 is a second semester Calculus course, it is not surprising that the proportion of assignments rated as acceptable is high on the first two learning outcomes. The problem used for the third learning outcome is a harder, multi-step problem. This probably accounts for the drop in assignments rated as acceptable, although this is still well above 2/3 of the graded assignments.