Q-Core Assessment Report

Course: M121, College Algebra

Semester: Fall 2014

Supervisor: Tom Hayes

Assessment done by: Tom Hayes and Heidi Staebler-Wiseman

Number of students in course: Over 1100 during one academic year. Approximately 670 during fall semester after withdrawal date

Description of questions used in the assessment: We used three questions on the third Fall mid-term exam. The questions are described below.

Learning Outcome 1: Looking at a graph of a polynomial, predict the degree, the leading coefficient, and a possible function based on the end-behavior of the graph.

Learning Outcome 2: Given a piece-wise function, draw the graph. Then use the graph of a second piece-wise function to determine the domain, the range and a particular function value.

Learning Outcome 3: Word problem about the dimensions of a rectangular yard of maximum area that a particular length of fencing would provide.

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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. 80
- Number of student assignments demonstrating the learning outcome at an acceptable level as defined in the Q-Core Rationale and Assessment Plan: 62
- Percent of assignments rated as “acceptable”: 77.5%
- 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: I think the course curriculum is adequately designed for this outcome, and the outcome is a reasonable expectation of students.

- Comments and ideas for improving the process of assessment:
  I understand the outcomes must be applicable to many different courses but it would be more helpful to me if further description could be provided after the statement of the outcome. Something like, “This outcome typically measures a student’s ability to construct a graph from a story problem”.

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

- Total number of assignments assessed. 80
- Number of student assignments demonstrating the learning outcome at an acceptable level as defined in the Q-Core Rationale and Assessment Plan: 62
- Percent of assignments rated as “acceptable”: 67.5%
- 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: