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 where 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:

**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%  

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