Q-core Assessment Report

Course: M 181, Honors Calculus I
Section(s) assessed: M 181-001
Semester: Fall 2013
Instructor(s) and/or supervisor: Russell Walker
Assessment done by (2 faculty members): Russell Walker and Lukas Geyer

Number of students in course/section: 23
Number of students assessed (at least 6): 11

Description of assignment, problems, and/or questions used for assessment: Problems on the final exam were used to determine if the learning outcomes were demonstrated at an acceptable or unacceptable level as follows: Learning Outcome 1 (Problem 2), Learning Outcome 2 (Problem 5), Learning Outcome 3 (Problem 8).

********************************************************************************

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

- Total number of assignments assessed: 11
- Number of student assignments demonstrating the learning outcome at an acceptable level, as defined in the Q-core Rationale and Assessment Plan: 10
- Proportion of assignments rated as “acceptable”: 10/11
- 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: 11
- Number of assignments demonstrating the learning outcome at an acceptable level, as defined in the Q-core Rationale and Assessment Plan: 10
- Proportion of assignments rated as “acceptable”: 10/11
- 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: 11
- Number of assignments demonstrating the learning outcome at an acceptable level, as defined in the Q-core Rationale and Assessment Plan: 9
- Proportion of assignments rated as “acceptable”: 9/11
- 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: