MICS GE Learning Data
14-May-13

		Students will be able to formulate a mathematical model from a verbal description of a problem.	Students will be able it solve non-routine problems using logic and quantitative techniques.	Students will be able to construct solutions to problems using computational techniques.
MTH144	Spring 2010	3.27	3.17	3.37
MTH144	Spring 2011	2.05	1.88	3.10
MTH144	Summer 2011	3.67	2.83	3.50
MTH144	Spring 2012	1.79	2.77	3.46
MTH144	Spring 2013	3.68	2.66	3.24
MTH164	Fall 2009	2.92	2.85	1.62
MTH164	Fall 2010	2.48	2.52	1.24
MTH164	Fall 2011	1.30	2.93	3.02
MTH164	Fall 2012	3.50	3.28	3.80
MTH303	Fall 2007	2.19	3.14	2.22
MTH303	Spring 2008	3.32	2.82	3.42
MTH303	Fall 2008	3.63	3.30	3.50
MTH303	Spring 2009	3.37	3.07	2.93
MTH303	Fall 2009	2.78	2.78	3.22
MTH303	Spring 2010	3.16	3.26	3.61
MTH303	Fall 2010	3.28	2.73	3.55
MTH303	Spring 2011	2.66	2.79	2.96
MTH303	Fall 2011	3.02	3.23	3.25
MTH303	Spring 2012	2.69	2.95	2.71
MTH303	Fall 2012	3.22	2.70	2.48
MTH303	Spring 2013	3.54	2.89	2.74

Scale Used:

0 Unsatisfactory - Completely Incorrect

1 Low Satisfactory - Missed more than one key concept or step

2 Satisfactory - Missed one key concept or step

3 High Satisfactory - Made a minor error

4 Outstanding - Completely correct

Criteria for Success: Average sample score of 2.5 or higher for each problem

Comments:

The question that we have been using to assess #1 for MTH144 and MTH164 has varried over time. It has produced inconsistent results. In 2012 we changed this question to an interest problem which more closely matches one of the questions in the MTH303 assessment for #1.