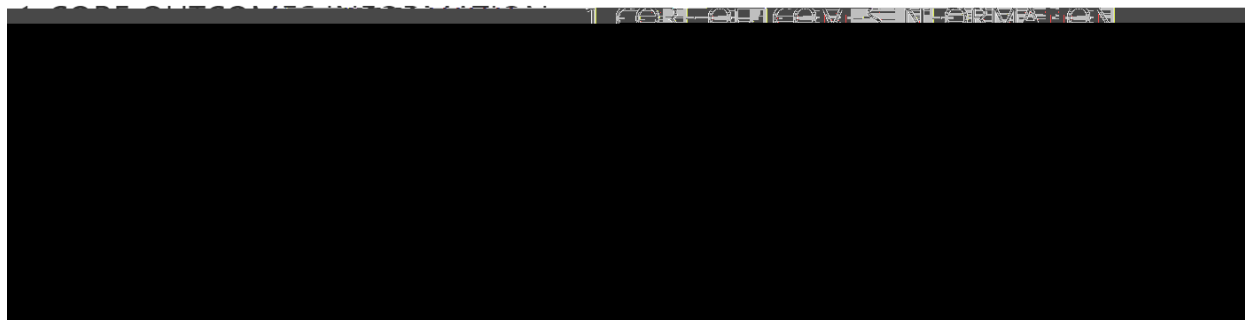




Core Curriculum Outcomes Assessment Summary Form

This form is to be completed by a representative from the Core Curriculum Assessment Subcommittee. The information provided in this form will be used by the University of Detroit Mercy to inform stakeholder groups about Detroit Mercy's commitment to the intellectual, spiritual, moral and social development of all undergraduate students as they navigate through the Core Curriculum. A PDF version of this completed form will be posted to the Academic Affairs Assessment website.



2. Enter the Knowledge Area or Integration Theme of the Outcomes Assessed:
For example: KA-A1: Oral Communication; Integrating Theme 1: Disciplinary Writing; Research Areas: The University

3. Enter the Knowledge Area or Integration Theme of the Outcomes Assessed:
Quantitative and Symbolic Reasoning

3. Enter the Knowledge Area or Integration Theme of the Outcomes Assessed:
STEM Education



4. Assessment Overview

Principal of the Department of Mathematics and Statistics, Dr. [Name], was used to assess the effectiveness of the program. The assessment was conducted in the fall of 2020 and the results were used to inform the program's future development.

The assessment was conducted using a variety of methods, including student surveys, focus groups, and direct observation. The results of the assessment were used to identify areas for improvement and to develop a plan of action. The plan of action includes a variety of strategies, such as providing additional support for students, improving the quality of instruction, and increasing the number of resources available to students. The assessment was a success and the results were used to make positive changes to the program.

Approved courses in the fall 2020 semester: MTH 1010/1020/1030/1040, MTH 1110, MTH 1120, MTH 1130, MTH 1140, MTH 1150, MTH 1160, MTH 1170, MTH 1180, MTH 1190, MTH 1200, MTH 1210, MTH 1220, MTH 1230, MTH 1240, MTH 1250, MTH 1260, MTH 1270, MTH 1280, MTH 1290, MTH 1300, MTH 1310, MTH 1320, MTH 1330, MTH 1340, MTH 1350, MTH 1360, MTH 1370, MTH 1380, MTH 1390, MTH 1400, MTH 1410, MTH 1420, MTH 1430, MTH 1440, MTH 1450, MTH 1460, MTH 1470, MTH 1480, MTH 1490, MTH 1500, MTH 1510, MTH 1520, MTH 1530, MTH 1540, MTH 1550, MTH 1560, MTH 1570, MTH 1580, MTH 1590, MTH 1600, MTH 1610, MTH 1620, MTH 1630, MTH 1640, MTH 1650, MTH 1660, MTH 1670, MTH 1680, MTH 1690, MTH 1700, MTH 1710, MTH 1720, MTH 1730, MTH 1740, MTH 1750, MTH 1760, MTH 1770, MTH 1780, MTH 1790, MTH 1800, MTH 1810, MTH 1820, MTH 1830, MTH 1840, MTH 1850, MTH 1860, MTH 1870, MTH 1880, MTH 1890, MTH 1900, MTH 1910, MTH 1920, MTH 1930, MTH 1940, MTH 1950, MTH 1960, MTH 1970, MTH 1980, MTH 1990, MTH 2000.



5. Results: Planned Action on the Reaction Questionnaire and Location of Use

and used. Briefly summarize the assessment results and how they are being used to improve the course and the student learning experience. *
enhance student learning. *

The complete set of randomly selected student artifacts (n=51) yielded rubric dimension scores that were generally high. Faculty noted that artifacts submitted for courses at or above MTH 1400 were less likely to include "mathematical models" (3.4). Faculty noted that artifacts submitted for courses at or above MTH 1400 were less likely to include "units of measure" (3.4) and "application of mathematical models" (3.4). Faculty noted that artifacts submitted for courses at or above MTH 1400 were less likely to include "units of measure" or "application of mathematical models" (3.4).