General Education Assessment 2016-2017
Mathematics (Quantitative Reasoning)

GE Math Learning Outcomes

Only the scores of the 16 questions mapped to three GE Math learning outcomes were used.

Correctly use / interpret Mathematical notation and terminology to solve problems.

Outcome 1
5 Questions
- 15% correct
- 7% incorrect
- 21% No Response
- 27% No Attempt

Apply general concepts and principles of Mathematics to solve various kinds of problems.

Outcome 2
5 Questions
- 14% correct
- 6% incorrect
- 25% No Response
- 17% No Attempt

Model/solve problems related to applications that describe various phenomena in nature and society.

Outcome 3
6 Questions
- 9% correct
- 6% incorrect
- 35% No Response
- 27% No Attempt

Percentage of Correct Responses for Each GE Math Learning Outcome (N = 1,659)

Group Comparisons

The total final exam scores were used to compare the performance of various groups of students. A statistically significant difference means the difference is not likely to have happened by chance.

Effect Size:
- Small
- Medium

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Multiple Regression Results

Students scored higher if they
- were taught by instructor 5
- had not taken remedial Math
- were not Pell Grant recipients
- came from out of state or urban areas
- had waited one semester up to one year to take the course for the first time
- had higher unweighted HS GPAs

Students scored lower if they
- were taught by instructor 4 or 7
- took remedial Math 0045
- were Pell Grant recipients
- came from rural areas
- were sophomores
- or had waited more than one year to take Math 1065 for the first time

Over one-third of the students taking the final exam did not pass the final exam.
(70 out of 100 = Passing)

Rural students were defined as students who came from Tier 1 and Tier 2 counties in NC. The Tier designations data we used were from 2016: https://www.nccommerce.com/research-publications/incentive-reports/2016-county-tier-designations

Sample Profile

In total, 1,659 students took the final exam in Math 1065 in the 2016-17 academic year.

- Male (38.50%)
- Female (61.50%)

- Math0045 (16.27%)
- Math0001 (2.95%)
- No remedial Math (80.77%)

- Rural students were defined as students who came from Tier 1 and Tier 2 counties in NC. The Tier designations data we used were from 2016: https://www.nccommerce.com/research-publications/incentive-reports/2016-county-tier-designations

- Rural
- Urban
- Out-of-State

The total final exam scores were used.
Comparisons were made in reference to the weighted average exam score of all students in the sample.