Course Assessment- Part B: Your Results & Analysis #88

Your Email *	
Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.	MTH 251 Calculus I - Evans
Results 1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *	There doesn't seem to be a question 3 in what I did. However, based on test scores and in comparison to classes from the past this probably was a somewhat weaker group of students. In particular, test scores for their final were a little lower than I like to see. Calculus does take a little longer to sink in for students however, and I did come away with some thoughts for perhaps better preparation in prior classes - most of which I teach anyway.
1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A. Outcome #1 *	Recognize applications in which the concept of limits and derivatives can aid in overall understanding. It is hard to pass the class without mastering this outcome; the students seem to feel comfortable with it as well
% of students who successfully achieved the outcome: *	95
Outcome #2 *	Accurately compute results from models through the appropriate use of technology, limits, derivatives and algebra. This is much harder, thus the lower percentage. Students also weren't so sure about this outcome.
% of students who successfully achieved the outcome: *	80
Outcome #3 *	Analyze and effectively communicate results within a mathematical context. I have noticed much better writing skills from students in recent years, perhaps due to our change in the gen ed writing prerequisites. Students rated themselves higher on this one as well.
% of students who successfully achieved the outcome: *	95

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. *

Calculus is a hard class. For most students, it will be the most difficult class they take in college. So part of the challenge in teaching the class is finding ways to get students, who have probably always thought of themselves as good math students, to adjust to the difficulty, to adapt to the constant feeling of knowing nothing.

In the end, I suspect most students were surprised that their grades weren't lower; classes like this are very good at making a student feel as though they really don't know anything. The truth is, of course, that they learn more than they could have imagined.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *	I see no evidence to suggest any course changes. I will need to look at the final exam itself again to make sure it is at the correct difficulty level. The most obvious need for change, and this is really from student comments during class (previous years as well) is to find a way to expose students to more difficult problems earlier in the math curriculum.
What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	We are fine.
Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?	My tests show me what I want. The supplemental questions were not very helpful, especially considering students misunderstood question one. Then again, their concerns about the class (do they have the resources they need, including examples, to help them pass the class) are not the same as mine (was there enough variety to show the true breadth of the subject) Next time I will have to formulate better questions.
(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?	We made a change from lecture and lab to straight lecture. I think it is quite a bit better, giving us more time to cover everything better, but I also don't know of any evidence to support this.

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