

# Course Assessment – Part A: Your Plan

#395

Your Email \*

Please select your course & name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

MTH 253 – Calculus III – 1094004 – John Evans – Spring 2019

Part A: Your Plan

## DIRECTIONS

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Recognize the fundamental role that power series plays in machine calculation and modern computing in general.

Outcome #1 \*

Outcome #2 \*

Recognize applications in which the concepts of power series, vectors, or vector valued functions can aid in overall understanding.

Outcome #3 \*

Accurately compute results from models based on infinite series or vector valued functions.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? Yes

Comments:

2. To which degree(s) or certificate(s) does your course map?

## Degree, Certificate, & Program Outcomes

- Not Sure
- GENERAL AND TRANSFER DEGREES
- Associate of Arts Oregon Transfer (AAOT)

Method of Assessment

quizzes, tests, projects

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding \*

Outcome #2: Method to assess student understanding \*

quizzes, tests, projects

Outcome #3: Method to assess student understanding \*

quizzes, tests, projects

4. How will you know if you were successful in your efforts to teach this outcome?

80% success rate in the course and all students turn in the first project.

Outcome #1: \*

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? \* 80% success rate in the course.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? \* 80% success rate in the course and all students turn in the second project.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.  
Question #1 Do these projects show in a meaningful way how math is used to do real things?

Question #2 These projects are significantly harder than those given before. Are they still worth it?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends) NO

Reminder, when completing Part B, instructors will be asked the following questions:

Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):

1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"

2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"

3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

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