Course Assessment - Part A: Your Plan   COMPLETE   #506

Please select your course and 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 swade@cgcc.edu.

MTH 252 - Calculus II - 1096432 - John Evans - Winter 20211

* 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): Outcome #1

Recognize applications in which the concept of differentiation or integration can aid in overall understanding.

* Outcome #2

Construct appropriate models using definite, indefinite, or improper integrals, or basic differential equations.

* Outcome #3

Analyze and effectively communicate results within a mathematical context.

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes?

No

Comments:

I think the outcomes haven't changed, but given the amount of time that has passed, it's possible that there have been some minor changes.

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

GENERAL EDUCATION

* Method of Assessment 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

Informal classroom activities, quizzes, tests, and projects. This perhaps sounds rather generic, but the tests were written, after all, to assess understanding of these outcomes.

* Outcome #2: Method to assess student understanding

Informal classroom activities, quizzes, tests, and projects. This perhaps sounds rather generic, but the tests were written, after all, to assess understanding of these outcomes.

* Outcome #3: Method to assess student understanding

Informal classroom activities, quizzes, tests, and projects. This perhaps sounds rather generic, but the tests were written, after all, to assess understanding of these outcomes. In assessing this outcome the projects are, of course, more important.

* 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:

Generically I consider success as a student passing AND being able to do the next thing. If they pass and can't continue then that's on me. If they didn't pass, it's probably on the student. If it's on me at least they aren't stuck (by being passed and didn't learn enough to continue). Therefore I define success as an 80% completion rate for the term. That's normally the case, but since zoom my completion rates have been a bit lower. I hope the college looks at that if we decide to use zoom far more often even after returning to the classroom.

* Outcome #2: How will you know if you were successful in your efforts to teach this outcome?

Same as above.

* Outcome #3: How will you know if you were successful in your efforts to teach this outcome?

Same as above, but I also will look at how many students turned in the project.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

Was the second project both pertinent to course content and effective at showing how what we are learning might be used outside of class?

Question #2

In a face to face class I encourage (though don't force) students to work together at least sometimes. In Zoom I don't as it doesn't seem natural. Do small break out groups help encourage collaboration?

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") 4. CLO#5 - Community and Environmental Responsibility -
"Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. CLO#3 -
Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

(No response)