

## Course Outcomes Guide (COG)

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course Title:** MAT 205, Calculus III

**Date:** Spring 2016

**Course Team:** Christopher J. Lewis

### Expected Learning Outcomes

#### STUDENT LEARNING OUTCOMES:

In this course students will acquire:

- 1) **TECHNICAL COMPETENCY** in the methods of calculus that will enable them to find limits, derivatives and integrals of vector-valued and multi-variable functions and to recognize the setting in which the result applies. (*Supports Mathematics Program Outcomes 1 and 5*)
- 2) **CONCEPTUAL UNDERSTANDING** of limits, continuity, differentiation and integration and the theorems that relate these topics as applied to vector-valued and multi-variable functions. Conceptual understanding will be developed by requiring students to view and understand these topics and their related theorems from numeric, geometric, algebraic and written/verbal perspectives. (**The Rule of Four**). (*Supports Mathematics Program Outcomes 1, 2, 4, 5, 6 and 7*)
- 3) **UTILITY** in the methods of calculus. Students will use calculus to solve applied problems from a variety of disciplines ranging from biology, economics, business, engineering, and the social sciences, but primarily focusing on applications from physics and mathematics. (*Outcomes 1, 2, 4, 5, 6 and 7*)

**Assessment** (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Students demonstrate achievement of each outcome by scores on calculus III problems from the GRE Mathematics Subject Exam.

**Validation** (What methods have you used or will you use to validate your assessment?)

The percent correct for HCC students for each problem is compared to the percent correct of a sample of GRE mathematics test examinees selected to represent all mathematics test examinees tested between July 2004 and June 2007.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Assessment Question	1	2	3	4	5*
Learning Outcomes	3	1	1, 2	1, 3	2
HCC mean	78%	67%	67%	78%	94%*
GRE mean	66%	39%	41%	28%	70%*
HCC mean minus GRE mean	+12%	+28%	+26%	+50%	+24%*

\*Question 5 is a common question but is not taken from a GRE exam. 70% is used as a target standard score.

The scores by the HCC students are truly exceptional. This is remarkable since the GRE examinees in general would have considerable more mathematical knowledge. For the most part they possess four year degrees, presumably in mathematics or in a mathematics related field. For this reason the GRE scores represent a target toward which instruction aspires. This was a very gifted class of students! It is difficult to find sources so that data for calculus III can be validated. GRE exams seemed the best choice.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Traditionally I would recommend more practice on problems that emphasize technical competency and conceptual understanding. However, this exceptional class by far achieved all learning outcomes.

**Budget Justification** (What resources are necessary to improve student learning?)

None at this time.

**Course: MAT 205**

**SLOA Data**

	SU 2010	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015	SP 2016
# Active students	8	7	21	12	17	15	10
%W	0	14.3	0	8.3	11.8 n=2	0	0
*% walk-away Fs No final exam/grade = F	0	0	4.8	0	0	6.7 n=1	10 n=1
% Success (A,B,C)	87.5	85.7	89.5	66.7	70.6 n=12	66.7 n=10	80 n=8
Common Comprehensive Final Exam Score		68	73	67.5	66.1	67.7	72.0
Mean course grade	2.13	2.67	2.89	2.71	2.67	2.47	3.11
Item Analysis <b>Weakest Content Areas</b>		SLO 2	SLO 2	SLO 2	SLO 1,2,3	SLO 1 & 3	none

\*% Walk-away Fs = Did not take the final exam and received a grade of F.