Richardson

Individual Course – Outcomes Assessment 2011-2012

Select a course you are teaching that has identified outcomes. (Outcomes should be listed on the syllabus): MTH 152

PLAN

Select one of the outcomes. This quadrant of the Assessment Cycle asks the question, "What did I want my students to learn?"

Apply appropriate techniques to test series for convergence and compute approximations to functions using Taylor series.

DO

This refers to the range of possible measurable learning activities you have incorporated into your course such as projects, papers, performances, presentations, and exams.

This semester, in addition to the usual online homework assignments (which give essentially no feedback on the way students are solving problems), I collected and graded several series problems twice a week to give the students more feedback on their solutions.

CHECK

Describe how you measured the accomplishment of the outcome. In other words, what methods did you use to measure and evaluate student learning resulting from "DO" course activities?

The measurement tool I used was the third exam in the course, which was entirely on series.

Describe the results of your measurement.

The grades on the series exam were significantly higher than the grades on the corresponding exam last year. The students demonstrated a much better grasp of which series test to apply in a given situation, and the average on the exam was nearly 10% higher than last year (even though my students last year were stronger in general).

ACT

As a result of the information gathered in "CHECK," what changes (if any) did you make in the instructional process?

The next time I teach the course, I plan to keep the additional hand-graded assignments, since the additional feedback seemed to have a positive effect on student learning.

Visit the Assessment website: http://www.westminster.edu/acad/oaac/overview.cfm