

UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2018-2019 Due to Chair/Program Director and Assessment Coordinator by September 4th



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

We use Student Learning Outcomes (SLOs).

SLO #1: Functions, including sketching, slopes, minimum, maximum, relative extrema,

inflection points, asymptotes, and other analysis

- SLO #2: Limits
- SLO #3: Continuity
- SLO #4: Differentiation
- SLO #5: Implicit differentiation
- SLO #6: Exponential, trigonometric, and logarithmic functions
- SLO #7: Application of derivatives includes application of topics such as:
 - Slope and rates of change
 - o Maximum and minimum values and optimum solutions to problems

SLO #8: Antiderivatives

SLO #9: Definite and indefinite integration, including the Fundamental Theorem of Calculus SLO #10: Area between curves

2. Which CLOs were addressed for this academic year? (2018-2019)

All Student Learning Outcomes were addressed during the academic year 2018 – 2019.

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

All Student Learning Outcomes will be addressed in our assessment plan during the 2019 – 2020 academic year.

4. Explain the assessment cycle.

Students in the course are given a common final exam at the conclusion of each semester to ensure mastery of the student learning outcomes for the course. The results are tabulated and a discussion occurs with the course level instructors to analyze the results. Decisions are made only after thorough discussions and validity of results analyzed in more than one semester to ensure consistency.



5. What are the assessment methods? Are they direct or indirect?

The assessment for this course is a direct measure using a common final exam for all sections and students in the course during each semester. The final exam is a paper/pencil assessment given in a proctored environment to ensure the integrity of the assessment.

6. What are the assessment goal(s)?

To ensure mastery within the course, our goal is a 70% threshold for each student learning outcome. This may be raised in future semesters once we have established a baseline for the course.

7. What were the findings for this academic year? (2018-2019)

All but three of the Student Learning Outcomes were met for the spring 2019 semester. No students learning outcomes were met for fall 2018. SLO #5 implicit differentiation, SLO #9 Fundamental Theorem of Calculus, and SLO # 10 Area between Curves were not meet in both fall 2018 and spring 2019. We have made a great amount of progress from fall 2018 to spring 2019. We will continue to monitor these three students learning outcome to ensure that we are covering the concepts thoroughly.

8. What is your analysis of the findings?

The results show that the action plan we took after analyzing results from fall 2018 worked. We standardized the course across all sections and we implemented same final exam for all course sections. We went from not meeting all the students learning outcomes to meeting 70% of all students learning outcomes. Though, three of all the student learning outcomes did not met our goal, there was at least a double digit percent increase for each learning outcome from fall 2018 to spring 2019.

9. What is the action plan for the next academic year? (2019-2020) Explain.

We will continue to monitor the three learning outcomes that did not met our threshold for academic year 2019 - 2020. We will also continue to use the same assessment plan for the 2019 – 2020 academic year so that we have two years of assessment findings to analyze.