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: The student will understand and apply the following integration techniques:

a. Integration by parts
b. Trigonometric and substitutions
c. Integration of rational functions using partial functions

SLO #2: The student will be able to perform applications of integration.
SLO #3: The student will understand and apply improper integrals.
SLO #4: The student will understand and apply sequence and infinite series including:

a. Convergence test
b. Taylor Series
c. Radius of Convergence

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

3.

SLO # 1: The student will understand and apply the following integration techniques:

d. Integration by parts
e. Trigonometric and substitutions
f. Integration of rational functions using partial functions

SLO #2: The student will be able to perform applications of integration.
SLO #4: The student will understand and apply sequence and infinite series including:

d. Convergence test
e. Taylor Series
f. Radius of Convergence

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

SLO # 1: The student will understand and apply the following integration techniques:

g. Integration by parts
h. Trigonometric and substitutions
i. Integration of rational functions using partial functions

SLO #2: The student will be able to perform applications of integration.

Return to Top of Document

SLO #3: The student will understand and apply improper integrals.
SLO #4: The student will understand and apply sequence and infinite series including:

g. Convergence test
h. Taylor Series
i. Radius of Convergence

5. 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.

6. 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.

7. What are the assessment goal(s)?

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

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

All students learning outcomes were not met in the spring 2019. Only SLO # 4 was met in the fall 2018. SLO # 3 was not assessed for 2018 – 2019 academic year, but it will be assessed in the next academic year.

Return to Top of Document

9. What is your analysis of the findings?

The results show that even though there was an improvement from fall 2018 to spring 2019, it was not satisfactory enough to meet our goal. Most students who take this course come from calculus I where the assessment format is different from the format we have in calculus II, therefore students might be having a hard time switching. We would like to implement some of the changes we implemented in calculus I so be consistent across calculus modules.

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

We will revise the assessment format for 2019 – 2020 academic year. We will continue to assess the same students learning outcomes including SLO # 3 for 2019 – 2020 academic year.

Return to Top of Document