



Course Assessment Report - 4 Column

Great Basin College

Courses (MATH) - Math

Course Outcomes 1 and ctu.unitid = 653	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>MATH 283 - Calculus III - Calculate double integrals over rectangles and general regions - Calculate double integrals over rectangles and general regions</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 08/11/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Chapter 15 Exam #1, 2, 5, 6, 9</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 70% of students score 70% or higher</p>	<p>08/11/2015 - #1 71% successful #2 86% successful #5 100% successful #6 100% successful #7 71% successful</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	
<p>MATH 283 - Calculus III - Use transformations to evaluate integrals - Use transformations to evaluate integrals.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 08/11/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Chapter 15 Exam #21, 22</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 70% of students score 70% or higher</p>	<p>08/11/2015 - #21 86% successful #22 43% successful</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>08/11/2015 - Place more emphasis on using transformations to evaluate an integral.</p>
<p>MATH 283 - Calculus III - Find the volume of a solid using double integrals - Find the volume of a solid using double integrals.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 08/11/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Chapter 15 Exam #4, 7</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 70% of students score 70% or higher</p>	<p>08/11/2015 - #4 71% successful #7 71% successful</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	
<p>MATH 283 - Calculus III - Use double/triple integrals - Use double/triple integrals to find the center of mass, moments of inertia, radius of gyration, and probability.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 08/11/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Chapter 15 Exam #11, 12</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 70% of students score 70% or higher</p>	<p>08/11/2015 - #11 14% successful #12 57% successful</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>08/11/2015 - These were not appropriate test problems; they take far too long. Remove from exam.</p>
<p>MATH 283 - Calculus III - Use double integrals in calculating the area of a surface - Use double integrals in calculating the area of a surface.</p> <p>Next Assessment: 2018-2019</p>	<p>Assessment Measure: Chapter 15 Exam #14, 25</p> <p>Assessment Measure Category:</p>	<p>08/11/2015 - #14 14% successful #25 14% successful</p> <p>Criterion Met: No</p> <p>Reporting Period:</p>	<p>08/11/2015 - Provide formula sheet.</p>

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Start Date: 08/11/2015 Course Outcome Status: Active	Exam Criterion: 70% of students score 70% or higher	2014-2015	
MATH 283 - Calculus III - Evaluate triple integrals using rectangular, cylindrical, or spherical coordinates - Evaluate triple integrals using rectangular, cylindrical, or spherical coordinates. Next Assessment: 2018-2019 Start Date: 08/11/2015 Course Outcome Status: Active	Assessment Measure: Chapter 15 Exam #10, 15, 16, 17, 19 Assessment Measure Category: Exam Criterion: 70% of students score 70% or higher	08/11/2015 - #10 86% successful #15 100% successful #16 71% successful #17 57% successful #19 43% successful Criterion Met: No Reporting Period: 2014-2015	08/11/2015 - More practice on integrating in cylindrical/spherical coordinates. Students did well on integrating with rectangular coordinates. <hr/> 08/11/2015 - This was a horrible test for students. It had 25 problems and was much too long. At seven students, this was one of the largest Calculus III classes. Other semesters there were fewer students, often just 1. It was difficult to pick up any trends from so few students, and frankly, the few students in the past were exceptional math students. I believe this class is more typical. I will trim this test to about half the length, 10 – 12 problems. I am considering providing a formula sheet for students as well. On some problems, it seemed like students forgot parts of the formula which is not an indication that they were unable to do the math.