

LOOKING AT LEARNING OUTCOMES FOR A CALCULUS COURSE

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Abstract

This paper presents the results from a case study concerning two calculus courses. Information from a faculty survey concerning mathematics preparation was gathered. Survey results were analyzed and compared with analysis from longitudinal data from 496 students' performance in two calculus courses. Results show that there is a statistically significant correlation between students' performance in the two courses and mathematics skills that students should acquire in high school. This supports the results from the faculty survey. Intervention and educational implications are presented.

Keywords: *assessment in calculus, student learning outcomes, accountability*

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