

FORM E-1-A FOR BOSTON

More specifically, In AY 22-23, the Assistant Chair for Undergraduates (J. Belding, AY22-23) developed a multi-year Assessment Plan for Core Courses.

One key intended outcome is to identify common and necessary foundational content and learning goals for various courses, and determine success in meeting those goals. This can inform future curricular and pedagogical changes, when appropriate.

- In AY22-23, we have begun by examining our non-major Calculus core offerings, MATH1100 and 1101 in terms of content, recent curricular changes and course structure. For Math 1101, we used pre/post course survey data to assess how well these courses are meeting Core goals, specifically “
- In AY23-24, we plan to look at ~~also~~

This course was redesigned in 2019 and piloted in 2020 in two sections. The goal was to address and working with functions of multiple variables and parameters (in part sparked by conversations with other departments). We also saw a decreased need for topics such as volumes of revolution and advanced integration techniques. The redesign included less integration, more differential equations and a new unit on multivariable functions and derivatives, with increased applications to life sciences and economics throughout. As the pilot was very successful, we incorporated the new curriculum in all our sections of MATH1101, beginning in Fall 2020.

69 ^ More recently, to examine the effectiveness of this curriculum in promoting applications of calculus compared to the previous in terms, we analyzed 2 erio

