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May 24, 2001

To: Herb Wang

From: Alejandro Adem

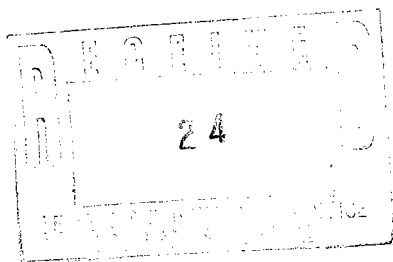


Re: Departmental Assessment

Enclosed you will find reports assessing aspects of our undergraduate and graduate programs.

This year we continued to assess the Math 130-131-132 sequence offered to Math Education students, as we believe it requires some attention. These diagnostic tests will be useful in developing possible changes to these courses. We also assessed the basic calculus sequence, Math 221-222; this information will be useful in planning possible modifications and diversification of these basic courses.

As for the graduate assessment, it reflects an ongoing process that has allowed us to become aware of a number of issues. We assessed the qualifying exams and conducted surveys and interviews with recent graduates.



**College of Letters and Science
Annual Survey and Report of Departmental Assessment Practices**

Please return to: Associate Dean Herbert Wang by May 25, 2001
c/o Associate Academic Planner Elaine Klein
307 E. South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: MATHEMATICS

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program. Y N
- Q2. The department has an assessment plan for the graduate program. Y N
- Q3. The assessment plan/s is/are linked to the departmental mission. Y N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams		
Capstone Courses		
Embedded Testing		
Student Portfolios		
Theses, Dissertations		
Performance Evaluations		X
Pre & Post Testing	X	
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys		X
Exit Interviews		
Alumni Surveys		
Employer Surveys		
External Reviews		

Q5. Of the tools used to directly assess student learning, which provide the most useful information?

pre-testing

Q6. Of the tools used to directly assess student learning, which provide the least useful information?

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Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?

Surveys

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?

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Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by

an individual
 a committee

If responsibility is delegated to an individual, this person is:

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: _____

If responsibility is delegated to a committee, this group is:

Specially constituted to address assessment of student learning	<input checked="" type="radio"/> Y	<input type="radio"/> N
Part of the Curriculum Committee	<input type="radio"/> Y	<input type="radio"/> N
Part of the Executive Committee	<input type="radio"/> Y	<input type="radio"/> N
Part of the Undergraduate/Graduate Education Committee	<input type="radio"/> Y	<input type="radio"/> N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning.

Y N

If "yes", did the UAC award the department funds?

Y N

Were those funds useful?

Y N

Q12. The department has sought professional assistance to conduct assessment.

Y N

If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

UW-MADISON QUANTITATIVE ASSESSMENT PROJECT

III. Additional Information

Please attach any assessment reports you may have submitted to the University Assessment Council in compliance with the UAC's funding support requests.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: JOEL ROBBIN / STEFFEN LEMPP

Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Thank you for taking time to complete this report.

Please return this form to the Associate Dean's Office by May 25, 2001.