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Date: May 20, 2002

To: Dean Philip Certain
c/o Associate Academic Planner Elaine Klein
307-E South Hall

From: Alejandro Adem, Chair



Re: Departmental Assessment

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

This year we continued to assess Math 221-222-234 (the Calculus Sequence). The detailed reports (designed by the Quantitative Assessment Program--by the way, their help has been very valuable to us) are enclosed. As you can see from Joel Robbin's summary for 221-222, a number of interesting conclusions can be drawn. It is expected that now that ISIS is fully functional, additional analyses can be made using existing data.

One item recently discussed by Math faculty was that of no longer awarding Math 221 credit for an AP Calculus score of 3. The information obtained in the assessment will surely play a role in this ongoing discussion. More generally we hope that changes to calculus can eventually be implemented using this type of data.

A report from our Graduate Program Committee is also enclosed, it describes the job placement of recent graduates as well as trends in graduate course enrollments and it also mentions changes to the joint master's degree program with education.

College of Letters and Science
2002 Annual Survey and Report of Departmental Assessment Practices

Please return to Dean Certain by May 24, 2002
 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. Ⓚ N
 Q2. The department has an assessment plan for the graduate program. Ⓚ N
 Q3. The assessment plan/s is/are linked to articulated outcome goals for your majors. Ⓚ 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?

—

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?

—

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	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/Graduate Education Committee	Y	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

1. Please attach a brief description of any changes in curriculum, advising, or procedures that were the result of your assessment findings so we may include this information in our annual report to the Provost. If your department has received funds from the University Assessment Council, you may attach the assessment report submitted to the UAC in compliance with its funding support requirements.

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

3. 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 report by May 25, 2002.