

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: ____2013-14____

Academic Unit: ____Department of Mathematics and Computer Science____

Chair: _____Gabriel Ferrer_____

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals?
Your recent version should be on the web at
<http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.

☐ yes ☒ no
2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.

☒ yes ☐ no
3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.

☐ yes ☒ no

A majority of departmental faculty do include course learning goals in syllabi. The remainder still need to do this.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term “scaffolding” is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

☐ yes ☒ no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

“We need to broaden the discussion to include other elements of both programs. In particular, we need to begin examining whether our courses are meeting the learning goals we have on our web pages.”

2. Briefly summarize the topics discussed in your annual assessment meeting.
 - Identification of courses perceived by students as valuable over time
 - Issues with senior capstone process, both MATH and CSCI
 - Issues throughout the CSCI curriculum, in light of new recommendations from ACM
 - The use of computer algebra systems in the Calculus sequence
 - The role of group projects in low-level courses
 - Issues with the tutoring enterprise for both programs
 - Determining appropriate freshman mathematics placement
3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

Perceived student value of the senior capstone is relatively low in mathematics, and fairly high in computer science. There are problems with the quality of projects and student motivation with the senior capstone.

Discussion of CSCI curriculum will begin in earnest once Mark Goadrich arrives.

There is widespread student dissatisfaction with computer algebra use in the Calculus sequence. Chris Camfield has some ideas to improve the situation, which he will employ in Fall 2014, along with anyone else who is interested.

Lars Seme will take the lead on determining how best to proceed with the tutoring program.

Lars Seme undertook a study of the relationship between entering student Math ACT scores and performance in MATH 130. The statistical analysis of the relationship between these test scores and student performance suggests that our current cutoff for Math 130 placement (minimum Math ACT 24) is appropriate.

4. Define one new action item for your assessment discussions next year.

We are going to explore new approaches to the senior capstone experiences and determine whether our current practices need to be replaced.