Program Level Assessment Report for 2012-2013

PROGRAM NAME, DEGREE NAME
(e.g. Organizational Leadership, B.S.): Applied Mathematics, M.S.

COLLEGE in which PROGRAM is housed: College of Science and Mathematics

REPORT PREPARED by: David Miller, Applied Mathematics Program Director

A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? *(Refer back to plans indicated in “Response to Assessment Findings” in 2011-2012 Assessment Report.)*

We plan to implement the finding in E. in the coming semesters.

We only had 3 students in the program during 2012-2013, 2 of them part time each taking only one class. Henceforth we will conduct our assessment together with the Mathematics program as described in our new assessment plan.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to

1. Communicate effectively.
2. Demonstrate mathematical literacy.
3. Evaluate arguments and evidence critically.

*(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)*

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment? *(For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.)*

The 3 students from A.

D. ASSESSMENT MEASURES
- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
- What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

Student written homework and exams.

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

Based upon examination of the 3 students' homework and exams, we concluded that more care should be given to stressing Outcome 1. Arguments presented by students were frequently not focused or polished.

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed?

Results shared and discussed with Mathematics and Statistics Graduate Committee members.

**G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING**

Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

We plan to emphasize effective written communication, in particular, attention to focusing mathematical explanations, omitting extraneous facts, and presenting succinct, readable, well-constructed arguments.

**H. SUPPORTING DOCUMENTS (recommended)**

Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.