

Assessment of Student Learning Plan (ASLP): Math & Statistics

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College CSTH
Department Mathematics and Statistics
Date 5/28/19

B. Contact Person for the Assessment Plan

Name and title Kelly McCormick

C. Degree Program

Name of Degree Program BA in Mathematics

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Are your student learning outcomes published on your department's website?
Yes/No

i. If yes, please provide the url:

<https://usm.maine.edu/sites/default/files/math/Curricular%20Map%20of%20Program%20Outcomes%281%29.pdf>

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**

Our outcomes were assessed through course assessments this year.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No
- i. If yes, do you have this map published on your website? Please provide the url or attach a copy of the curriculum map.
<https://usm.maine.edu/sites/default/files/math/Curricular%20Map%20of%20Program%20Outcomes%281%29.pdf>

Step 2: Assessment Methods Selected and Implemented

- a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

N/A

- b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

Step 3: Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion by faculty committee, etc.).
- b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)

We currently have a high number of DWLFs in our 100-level courses. We implemented several changes this year and will be implementing more to address this issue and reduce those rates over the coming years. We

started to provide and encourage more professional development opportunities for both part-time and full-time teachers who teach our 100-level courses. We piloted a new course, MAT 100, for those students who are under-prepared for college-level mathematics. The content of this course includes teaching students to have a growth mindset towards learning mathematics and study skills in addition to foundational level content. A sub-group of the department met to review and map out the curriculum in MAT 101, 108, and 140 to reduce the number of topics taught in each course with the goal of teaching less content in a deeper way.

- c. *Date of most recent program review/self-study?* **The last time we prepared our self-study materials was during the 2016-2017 academic year.**

E. Other Assessment Activities: *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

As mentioned previously, we are working on our progress in our entry-level courses for majors and non-majors.

F. Community Engagement Activities in your departmental curriculum:

a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.* **NA**

b. *Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	<u>Q</u>
Student-Faculty Community Research Project	R	<u>Q</u>
Internship, or a Field Experience	R	<u>Q</u>
Independent Study (community-related project)	R	<u>Q</u>
Capstone Course (community-related project)	R	<u>Q</u>
Service-Learning (course-based)	R	<u>Q</u>
Study Abroad, or an International Program	R	<u>Q</u>
Interdisciplinary Collaborative Project (community related)	R	<u>Q</u>

Student Leadership Activities (related to a team project)	R	<u>Q</u>
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	<u>Q</u>
Other activities (please list):	R	<u>Q</u>

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____