ACADEMIC PROGRAM ASSESSMENT OF STUDENT LEARNING

Phase 2 Report, 2009-10

College: Arts and Sciences

Program: Undergraduate Major

Degree Granted: B.S.

If multiple programs are included, please list additional programs here (graduate & undergraduate must be separate):

Check one: Undergraduate  X  Graduate

Person Completing Report: Dante DeBlassie

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Title: Assoc. Prof. and Chair of Majors and Minors Committee

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Department Head: Joseph Lakey

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Check one: Fall Implementation Schedule  X  Spring Implementation Schedule

External Accrediting Agency (if applicable)

Date of last accreditation site visit

Date of next accreditation site visit

***Attach copies of Rubric***

DIRECT STUDENT LEARNING OUTCOME: Students who complete the B.S. in Mathematics will be able to clearly express a written mathematical argument.

COMPONENTS OF THE OUTCOME: Clarity of written expression, completeness of a mathematical argument, appropriate use of logic.

ASSessment DATA:

When did the assessment take place? At the end of the fall and spring semesters.

How many students participated in the assessment process? check

Please report student performance scores:

<table>
<thead>
<tr>
<th>Semester</th>
<th># who scored 1</th>
<th># who scored 2</th>
<th># who scored 3</th>
<th># who scored 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>19</td>
</tr>
</tbody>
</table>
**What percentage of students obtained the desired level of performance?** 74%

**Does the percentage of students who obtained the desired level of performance meet the program’s stated benchmark?** Yes.

**INTERPRETATION:**

*Discuss how the data provides evidence that the desired level of performance on the stated learning outcome is or is not being achieved by students.* We were looking for at least 2/3 of the students to meet the desired level of performance.

*Discuss how the data provides meaningful information/evidence to the program that can be used in decision-making and structuring of future learning opportunities.*

**FACULTY DISCUSSION & IMPACT:**

*When did your faculty have a discussion about the results of your assessment?* The faculty discussed the results at a meeting on September 1, 2010.

*What issues did your faculty discuss in relation to the results of your assessment?* An alternate form for assessment was discussed to address criticism that our current assessment form is an indirect type of assessment.

*Did the data you collected really answer the question you had about the intended outcome? If not, why?* Yes.

**IF data indicates a need for increased learning of the intended outcome, what steps will be taken by the program to foster increased learning of the outcome?**

*If interventions are implemented, when will you reassess this outcome to determine whether or not interventions were affective?*

**IF data indicates students are achieving the desired performance level on the intended outcome, is there anything that the program learned about the intended outcome? Will any changes be made?** We are going to try to construct a more direct form of assessment as suggested in the response to our Phase 1 Report for this assessment cycle.

**ASSESSMENT PROCESS:**

*How effective was your assessment process?* The only problem was that some faculty didn’t turn in their forms, so the committee had to nag them about it.
How will what you found this year affect what you do in assessment next year? It is more the criticism of our method that is affecting our assessment next year rather than our assessment findings.

How have your assessment findings been communicated to the students in your program? They have not yet been communicated to our students.

Are your assessment Phase Reports or another form of reporting on your assessment activities available to your constituents? How? Yes, the activities are available at the department’s internal website.

If on the internet, please provide website:  http://sierra.nmsu.edu/dept/