

## Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2007-2008

Academic Department or Program: Mathematics and Computer Science

Chair: Duff Campbell

### Assessment Plan

- Is there an assessment plan for your department or program? (It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If not, explain when one will be completed.)

Yes.

- Does the assessment plan include stated student learning goals? (If so, then copy or attach them. Goals should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of student learning goals will be available.)
  - Cultivation of intellectual and aesthetic understanding of mathematics and computer science through the use of analytical and creative abilities.
  - Awareness of the basic content, principles, and methodologies of mathematics and computer science and their application to real world problems.
  - Ability to use the resources of information, technology, and reason in analyzing and solving problems.
  - Articulation of mathematical concepts through written and oral communication.
  - Development of the ability and confidence needed to successfully pursue career goals in a technologically advanced world.
  - Preparation for graduate study, secondary teaching, or careers in industry and business related to the mathematical and computing sciences.
- Does the assessment plan include a list of assessment data that are collected each year? (If so, then copy or attach the list. Assessment data lists should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of assessments will be available. You do *not* need to submit any of your data, but it should be on file in your department.)

The following is a list of the assessment data that was collected this year:

- Samples of course syllabi, graded exams, graded papers, and graded group projects were collected by individual department members.
- The comments regarding discussion of the senior projects were collected using a new rubric chart.

- The student accomplishments and awards were updated on the department's web pages.
  - Student evaluations of courses were given and collected. Special common forms were used for the introductory courses.
  - Most of the seniors had an exit interview with a faculty member, and notes from these will be kept by the department chair.
- Has your department or program done an assessment audit of your courses to determine how course goals match overall student learning goals? (This has not been required of departments, but it is a recommended exercise that was explained at the most recent chairs' assessment workshop. If you have done this, please report the results.)

No such audit has taken place.

- Are department or program student learning goals available to students? Are student learning goals included in course syllabi in your department or program?

The mission statement of the department is found on the department's web pages. Specific course learning goals are often included in course syllabi and reflected in course evaluations.

## Student Assessments

- Describe which *direct* assessments in your assessment plan have been collected for the year and which have not. ["Direct" refers to evaluated student work.]

As mentioned earlier, samples of syllabi and graded materials were collected. Also notes were taken of the department's meeting to evaluate the senior projects, using a first version of a rubric for this purpose. Finally, the students' accomplishments were added to the departmental web pages.

- Describe which *indirect* assessments in your assessment plan have been collected for the year and which have not. ["Indirect" refers to student surveys or opinions.]

Course evaluations were given and collected as well as exit interviews given to most of the graduating seniors.

## Assessment Planning

- How is information about student learning shared and used for department or program decision making? (Each department and program is expected to have discussions of at least two hours each academic year to discuss assessment. If you

have met, briefly summarize the meeting. If you have not met, when do you plan to meet?)

No departmental meeting has occurred to directly discuss assessment. A department meeting was held in April to determine the senior project grades. The department will be meeting in the upcoming fall to discuss assessment.

- Describe any curricular or other programmatic changes that have been made that were based (at least in part) on the availability of your assessment data.

The computer science program added a robotics/embedded systems lab on the department's floor that gives students significantly extended access in which to work on their projects. This was in-part due to student responses from the preceding year's senior projects.

- Describe any changes in the Assessment Plan that have been made during this academic year. (If changes have been made, please submit an electronic copy of the revised plan to Amanda Hurd.)

A few minor modifications were made at the start of the year. This version is the one that appears online.

- Define at least one action item for your group that will be a goal of your assessment discussions next year?

We will review/update the department's assessment plan.  
We will review the senior capstone/research experience.

### Senior Project Assessment Rubric

	Unsatisfactory	Basic	Proficient	Distinguished	Not Applic
Appropriateness of topic in terms of discipline's program					
Appropriate use of discipline specific concepts, fundamentals, and principles					
Depth of project development					
Quality of project contents relative to perceived student capabilities					
Clarity and structure of the oral presentation					

Senior Project Assessment Rubric

Clarity, structure and completeness of the project report		
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