

Please make any necessary changes to the department's purpose statement, goals, or student learning outcomes. Remember each SLO must be assessed between program review cycles.

Mathematics Program Purpose Statement:

The purpose of the mathematics program is to develop students who understand mathematics as an academic discipline, who can use mathematics as a problem-solving tool in other disciplines, and who are skilled in mathematical reasoning, problem solving, critical thinking, and communication.

The mathematics program achieves this purpose when its students:

Program Student Learning Outcomes	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Have received a coherent, broad-based coverage of the discipline of mathematics	Program Review-Spring		X		
Demonstrate conceptual and procedural understanding of mathematics			X		X
Can apply their knowledge to specific, constrained problems solutions					Assessment Planning
Possess a foundation of theory that will enable lifelong learning and development					
Meet State Department of Education standards for licensure in the areas of mathematics (applies to education majors in mathematics only).			X		

Program Student Learning Outcomes	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Have received a coherent, broad-based coverage of the discipline of mathematics	X						Program Review-Spring
Demonstrate conceptual and procedural understanding of mathematics							
Can apply their knowledge to specific, constrained problems solutions		X					
Possess a foundation of theory that will enable lifelong learning and development			X				
Meet State Department of Education standards for licensure in the areas of mathematics (applies to education majors in mathematics only).				X			

The Information Technology Program Purpose Statement:

The information technology program at McPherson College commits itself to producing graduates who understand the field of computing as an academic discipline and as a profession within the context of a larger society.

The program achieves this purpose when its students:

Program Student Learning Outcomes	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Have received a coherent and broad-based coverage of the discipline of computing	Assessment Planning					X		Program Review-Spring
Are prepared for graduate study as well as for the programming profession							X	
Understand the ethical and societal issues associated with the computing field						X		
Can apply their knowledge to specific, constrained problems and produce solutions					X			
Possess a foundation of theory that will enable lifelong learning and development				X				
Have experience with contemporary tools that lead to good experimental methods.			X					

1. Select Your Department	Math
2. Has the program's purpose, SLOs, or program review year changed from the above document?	No
Upload the edited Purpose/SLO doc here.	
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	Yes
Upload program review pdf.	app.captainform.com/upload_dld.php?fileid=826bfe68d947a4646e5c5e5e8f09dfe5
1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
-Artistic exhibition/performance	no
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	no
-Capstone work product (e.g. written paper, presentation, research)	no
-Exam created by department or external agency	no
-Exit exam created by the program	no
-Oral performance (e.g. oral presentation, conference presentation)	no
-Portfolio of student work	no
-Supervisor or employer evaluation of student performance outside the classroom (internship, field experience, practicum, student teaching)	no
Please describe any other direct evidence gathered this year	
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	no
-Employer meetings/discussions/survey interview of student SLO achievement	no
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	no
-Alumni survey that contains self-reports of SLO achievement	no
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	no
Please describe any other indirect evidence gathered this year:	
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
-Used a rubric/scoring guide	no
-Scored exams/quizzes	no
-Used qualitative methods on interview, focus group, open-ended response data	no
-External organization/person analyzed the data (e.g. external accrediting/licensure organizations, standardized exam company)	no
-Compiled survey results	no
Please describe any other methods not listed:	
4. Enter the number of students assessed for each SLO.	
5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.	Note: The math_purposes_slos.docx contains a chart indicating that "Assessment Planning" consumed the 2016-17 academic year, and, as we know, there was turnover of the math faculty at the end of the academic year. We have, therefore, no results for 2016-17 to report. We have adopted a plan for 2017-18, which is on the next page of this form. I (Jonathan Frye) inserted the math_purposes_slos.docx file in place of a program review on page 1 of this report, but was unable to put this note there to explain why I did so.
6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)	
7. What describes how the program plans to use the results?	
-Assessment procedure changes (SLOs, curriculum map rubrics, evidence collected, sampling, communications with faculty, etc.)	no
-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)	no
-Personnel or resource allocation changes	no

-Student's out-of-course experience changes (advising, co-curricular experiences, program website, program purpose or SLOs)	no
-Results indicated no action needed because students met expectations	no
-Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)	no
Please describe any other uses not listed:	
1. The department will submit a program review NEXT YEAR.	No
2. SLO(s) the department will assess NEXT YEAR is/are:	Graduates will have received a coherent, broad-based coverage of the discipline of mathematics
3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.	
-Capstone work product (e.g. written paper, presentation, research)	yes
Please describe any other direct evidence planned for next year:	
4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	no
-Employer meetings/discussions/survey interview of student SLO achievement	no
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	no
-Alumni survey that contains self-reports of SLO achievement	no
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	no
Please describe any other indirect evidence planned for next year:	Transcript audit analyzing grades in major courses.
5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	90
6. Is the department interested in learning how to apply for an assessment grant?	No

1. Select Your Department	Math
2. Has the program's purpose, SLOs, or program review year changed from the above document?	No
Upload the edited Purpose/SLO doc here.	
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	No
Upload program review pdf.	
1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
Please describe any other direct evidence gathered this year	NA
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
Please describe any other indirect evidence gathered this year:	NA
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
Please describe any other methods not listed:	NA
4. Enter the number of students assessed for each SLO.	0
5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.	<p>The Math Department's 2016-17 Assessment Plan proposed that in 2017-18 we would assess the extent to which: "Graduates with a major in mathematics will have received a coherent, broad-based coverage of the discipline of mathematics."</p> <p>There are no graduating senior math majors in Spring 2018, and so no data were collected this year.</p>
6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)	
7. What describes how the program plans to use the results?	
-Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)	yes
Please describe any other uses not listed:	
8. What program changes or modifications to improve student learning were made this year based on last year's assessment results?	The Math Department now includes three faculty members: Jonathan Frye, chair; Amber Dittert, and Ricardo Rodriguez. The faculty have engaged in curriculum evaluation and revision, and will have a proposal ready for EPC in the early Fall of 2018.
If you have supporting data please include it. (Previous department reports can be found at Step 01. Use the Previous button below.)	
1. The department will submit a program review NEXT YEAR.	No
2. SLO(s) the department will assess NEXT YEAR is/are:	<p>Demonstrate conceptual and procedural understanding of mathematics.</p> <p>Can apply their knowledge to specific constrained problems.</p>

3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.	
-Capstone work product (e.g. written paper, presentation, research)	yes
-Exam created by department or external agency	yes
Please describe any other direct evidence planned for	transcript evaluation of graduating seniors.
4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	yes
Please describe any other indirect evidence planned for next year:	
5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	90
6. Is the department interested in learning how to apply for an assessment grant?	No