DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING

Department: Mathematics
Programs: BS, MS, MEd

Mission Statement
The Mathematics Department provides training of graduate and undergraduate students, conducts research, and provides academic support to the University. The primary mission of the undergraduate mathematics program is to insure that mathematics majors receive:

- a solid introduction to the wide diversity of topics that make up the field of mathematics,
- preparation for mathematically oriented careers in industry, government, and education,
- preparation for entrance into graduate programs in mathematics and related areas.

In addition to serving mathematics majors, a large proportion of departmental resources is allocated to providing academic support to the University and its Colleges. This support primarily takes the form of offering service and interdisciplinary courses designed to meet the needs of students in aviation, business, education, engineering, the humanities, the arts, and the sciences. The Mathematics Department also provides mathematical and statistical consulting to faculty and students across UND as well as to others in the state and region.

Introductory Statement
The Mathematics Department assesses each of our student learning goals for majors at least once every three years. The departmental Assessment Committee is charged with the task of interpreting the data and reporting to the Chair of the Department. When these reports indicate problems, the Chair may recommend either that changes be made or that a deeper assessment be performed. The department will not collect new data on a particular program during program review years. Instead, the department will carefully consider the results of the last two assessment cycles as part of their program review and consequent strategic planning. For general education goals, this pause for reflection occurs at the time of general education revalidation.

BS in Mathematics

Student Learning Goal 1: Every mathematics major will be proficient in the elementary computational techniques usually taught in Precalculus and Calculus.

Assessment: Instructors of the Senior Capstone will provide samples of student solutions to exam problems or other work that calls for students to demonstrate their mastery of the basic computational techniques learned in PreCalculus and in the Calculus sequence.

Responsibility: The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected every other year.

Student Learning Goal 2: Every mathematics major will develop an appreciation for the importance of proof in mathematics, knowledge of what constitutes a mathematical proof, and the ability to understand and construct elementary proofs.

Objective 2.1: Students will be able to read and understand elementary proofs.

Objective 2.2: Students will be able to write elementary proofs.

Objective 2.3: Students will realize when a proof is called for.

May 1, 2012
Assessment: Instructors will provide samples of student solutions to relevant exam problems or other work in Set Theory and Logic as well as courses in any of the pure mathematics sequences.

Responsibility: The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected every third year.

**Student Learning Goal 3:** *Every mathematics major will develop an appreciation for the central role that examples play in mathematics.*

- Objective 3.1: Students will develop a repertoire of useful examples.
- Objective 3.2: Students will realize when an example is called for.

Assessment: Instructors in our upper division sequences will provide samples of student solutions to exam problems or other work calling for students to develop or explain examples.

Responsibility: The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected every third year.

**Student Learning Goal 4:** *Every mathematics major will develop an awareness of the broad applicability of mathematics and be exposed to some areas of mathematics that are obviously applicable.*

Assessment: Instructors of the Senior Capstone will provide samples of student work that involve some area of obviously applicable mathematics.

Responsibility: The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected every other year.

**Student Learning Goal 5:** *Every mathematics major will develop an appreciation for the beauty of mathematics as an independent discipline and be exposed to some areas of mathematics that are not obviously applicable.*

Assessment: Instructors of the Senior Capstone will provide samples of student work that calls for students to demonstrate their appreciation for the inherent beauty of mathematics.

Responsibility: The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected every other year.

**Student Learning Goal 6:** *Every mathematics major will develop an appreciation for the complexity and subtlety of mathematics.*

Assessment: Instructors of the Senior Capstone will provide samples of student work that calls for students to demonstrate their appreciation for the complexity and subtlety of mathematics.

Responsibility: The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected every other year.
Essential Studies

The Mathematics Department offers several courses that students may use to satisfy a portion of their Essential Studies requirements. The Essential Studies section of the UND Web site contains a list of these courses. For purposes of assessment, we have divided these courses into two groups.

Group 1: Breadth of Knowledge Courses and Quantitative Reasoning Courses

This group includes courses that satisfy the Essential Studies Mathematics, Science and Technology requirement or the Essential Studies Quantitative Reasoning requirement. Each of these courses attempts to meet one of the following goals:

Student Learning Goal 1: Students will improve their critical thinking skills. Specifically, they will (1) synthesize and analyze pure and applied mathematical problems, (2) evaluate the logic, validity, and relevance of mathematical arguments, or (3) develop reasoned solutions to mathematical problems and foresee alternative solutions to these problems.

Student Learning Goal 2: Students will improve their quantitative reasoning skills. Specifically, they will (1) apply empirical data to special problems or issues, (2) draw conclusions based on quantitative information, or (3) analyze graphical information and use it to solve problems.

Courses carrying the Essential Studies “Q” designation for “quantitative reasoning” will attempt to meet Goal 2. The other courses in this group will aim to meet Goal 1.

Assessment:

For each course in Group 1, we will assess student achievement of the goal of the course by using the following formal data sources: embedded questions on final or midterm exams, course success rates, and student opinion data from course evaluations. We may also consider data from informal assessment methods (e.g. reported faculty insight). Embedded questions designed specifically to determine specific learning outcomes provide direct assessment of our Essential Studies goals. The overall course success rates provide appropriate indirect measures of the attainment of the selected Essential Studies goals. Finally, data from the University Student Assessment of Teaching form is used to measure the extent to which students believe they have attained the selected Essential Studies goals.

We will not collect assessment data for Correspondence courses. We will collect assessment data for traditional on-campus courses as well as for on-line courses.

Responsibility:

Embedded Questions: In consultation with course instructors, the Mathematics Department Assessment Committee will design final or midterm exam questions to test student achievement of the specific Essential Studies goal of each course in Group 1. Each instructor will include the appropriate question on the course’s final exam or on the last midterm exam. The instructor will then collect a random sample of at least 15% of the student responses to the question and supply these responses to the Mathematics Department Assessment Committee. The Mathematics Department will develop and maintain a formal set of rubrics, and the Assessment Committee will use these rubrics to evaluate the students’ solutions to the embedded questions.

Course Success Rates: The Associate Chair of the Mathematics Department will gather course success rate data for all on-campus and on-line sections of each Essential Studies course in Group 1. The Associate Chair will provide summary results to the Chair and to the Assessment Committee.

Student Opinion: Every semester, the Office of Institutional Research uses the “Student Assessment of Teaching” forms to gather data relating to achievement of Essential Studies goals. Institutional Research provides a summary of these data to the Mathematics Chair, who will then forward it to the Mathematics Department Assessment Committee. Some instructors of Essential Studies courses in Group 1 use a customized evaluation form instead of the “Student Assessment of Teaching” form. The Mathematics Department Assessment Committee will remind these instructors to include a suitable Essential Studies question on their
evaluation forms and to provide the Committee with a summary of the results for this question. In some cases, all sections of a given Essential Studies course may use a customized evaluation form. In these cases, the Mathematics Department Assessment Committee may request ES data for only selected semesters. In any case, the Committee is responsible for requesting the data.

Assessment Report: A few weeks after the end of each fall and spring semester, the Assessment Committee will submit a report to the Mathematics Department Chair. The report will include a summary and analysis of the data that the Committee has gathered for that particular semester, a description of any recommended actions to be taken by the Chair or by the Department, and a list of any recommended changes for future assessment. The Department Chair is responsible for final analysis, institutional reporting, and initiating any required action.

Timing:

Every four years, the Mathematics Department submits a request for revalidation of Essential Studies status for each of its ES courses. The Department will assess each of its ES courses at least twice during the four years preceding this request for revalidation of ES status.

Group 2: The Senior Capstone Course

This group includes only one course: Math 488: Senior Capstone. This course attempts to meet both of the following goals:

Student Learning Goal 3: Students will improve their thinking and reasoning skills. They will develop the ability to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.

Student Learning Goal 4: Students will improve their communication skills. They will develop their ability to write and speak in civic, academic, and professional settings with a sense of purpose and audience.

Assessment:

Each student in Math 488 will write a term paper and present a talk based on this paper. We will assess achievement of the ES learning goals by examining the paper and observing the talks.

Responsibility:

The Math 488 instructor will rate several attributes of each student’s paper and presentation according to a rubric developed and maintained by the Mathematics Department. The students will also rate several attributes of the presentation according to the same rubric. The rubric indicates which attributes of the paper and the talk relate to the ES Thinking and Reasoning goal and which relate to the ES Communication goal. The instructor of Math 488 will prepare a detailed report summarizing the ratings and submit it to the Mathematics Department Assessment Committee. The Assessment Committee will use the data to assess overall student achievement of the two learning goals and prepare a report summarizing its own observations. The committee will submit this report, along with a copy of the instructor’s report, to the Mathematics Department Chair.

Timing:

The Mathematics Department offers Math 488 every fall semester. We will gather assessment data every time the course is offered. The Assessment Committee will report on its findings once each year, except for years in which the department is applying for revalidation of Essential Studies status for Mathematics courses or years in which the department is preparing the self-study report for our undergraduate program review.

MS/MEd

Student Learning Goal 1(a): Every student in the MS program in mathematics will develop an understanding of at least two areas of modern mathematics.

May 1, 2012
Student Learning Goal 1(b): Every student in the MEd program in mathematics will develop an understanding of at least one area of modern mathematics as well as an understanding of the teaching and learning of mathematics.

Assessment: Each student is required to pass a comprehensive examination over two major area(s) of mathematics.

Responsibility: The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected annually.

Student Learning Goal 2: Every graduate student in mathematics will develop the ability to independently learn significant mathematics, and to communicate what they learn to others.

Assessment: An independent study project or thesis is required of every student.

Responsibility: The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected annually.
<table>
<thead>
<tr>
<th>Major Goal</th>
<th>Examples</th>
<th>Proofs</th>
<th>Proofs</th>
<th>Examples</th>
<th>Proofs</th>
<th>Proofs</th>
<th>Examples</th>
<th>Proofs</th>
<th>Proofs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>409</td>
<td>330</td>
<td>405</td>
<td>352</td>
<td>409</td>
<td>330</td>
<td>405</td>
<td>352</td>
<td>409</td>
<td>330</td>
<td>405</td>
</tr>
<tr>
<td>416</td>
<td>403</td>
<td>409</td>
<td>408</td>
<td>416</td>
<td>403</td>
<td>409</td>
<td>408</td>
<td>416</td>
<td>403</td>
<td>409</td>
</tr>
<tr>
<td>441</td>
<td>405</td>
<td>431</td>
<td>416</td>
<td>441</td>
<td>405</td>
<td>431</td>
<td>416</td>
<td>441</td>
<td>405</td>
<td>431</td>
</tr>
<tr>
<td>460</td>
<td>435</td>
<td>441</td>
<td>422</td>
<td>460</td>
<td>435</td>
<td>441</td>
<td>422</td>
<td>460</td>
<td>435</td>
<td>441</td>
</tr>
<tr>
<td>471</td>
<td>442</td>
<td>432</td>
<td>471</td>
<td>442</td>
<td></td>
<td>432</td>
<td>471</td>
<td>442</td>
<td>432</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
During the 2016-2017 academic year, the Mathematics Department Assessment Committee will be helping to prepare the self-study report for our undergraduate program review. We hope to skip the usual assessment activities during the 2016-2017 academic year.

During the 2013-2014 academic year, the Mathematics Chair will submit the paperwork necessary for Essential Studies course revalidation.

If a topics course appears in a particular slot in the above matrix, perform assessment activities in that course only if we offer the course during the semester in question.

When Math 416 appears in an "Examples" column, perform assessment activities in Math 416 only if the Mathematics Department has determined that Math 403 and Math 416 qualify as a course sequence for purposes of our B.S. degree requirements.
Department: Mathematics

Programs: BS, MS, MEd

Mission Statement

The Mathematics Department provides training of graduate and undergraduate students, conducts research, and provides academic support to the University. The primary mission of the undergraduate mathematics program is to insure that mathematics majors receive:

- a solid introduction to the wide diversity of topics that make up the field of mathematics,
- preparation for mathematically oriented careers in industry, government, and education,
- preparation for entrance into graduate programs in mathematics and related areas.

In addition to serving mathematics majors, a large proportion of departmental resources is allocated to providing academic support to the University and its Colleges. This support primarily takes the form of offering service and interdisciplinary courses designed to meet the needs of students in aviation, business, education, engineering, the humanities, the arts, and the sciences. The Mathematics Department also provides mathematical and statistical consulting to faculty and students across UND as well as to others in the state and region.

Introductory Statement

The Mathematics Department assesses each of our student learning goals for majors at least once every three years. The departmental Assessment Committee is charged with the task of interpreting the data and reporting to the Chair of the Department. When these reports indicate problems, the Chair may recommend either that changes be made or that a deeper assessment be performed. The department will not collect new data on a particular program during program review years. Instead, the department will carefully consider the results of the last two assessment cycles as part of their program review and consequent strategic planning. For general education goals, this pause for reflection occurs at the time of general education revalidation.

BS in Mathematics

Student Learning Goal 1: Every mathematics major will be proficient in the elementary computational techniques usually taught in Precalculus and Calculus.

Assessment: Calculus I provides students with an opportunity to synthesize the material they have learned in precalculus courses and to apply precalculus techniques in a new setting. Questions will be embedded into final exams in Calculus I to specifically test mastery of precalculus techniques. Similarly, Differential Equations provides an opportunity for students to synthesize the material they encountered in three semesters of calculus and to apply that material to new kinds of problems. We will embed questions into Differential Equations final exams to specifically test mastery of calculus techniques. In addition, the department will keep track of the success rates of our majors in Calculus I and Differential Equations as an indirect check on their mastery of these computational techniques.

Responsibility: The Assessment Committee is responsible for designing and scoring embedded questions. It will make a recommendation to the Chair regarding the need for any deeper assessment. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected every third year.
Student Learning Goal 2: Every mathematics major will develop an appreciation for the importance of proof in mathematics, knowledge of what constitutes a mathematical proof, and the ability to understand and construct elementary proofs.

Objective 2.1: Students will be able to read and understand elementary proofs.
Objective 2.2: Students will be able to write elementary proofs.
Objective 2.3: Students will realize when a proof is called for.

**Assessment:** Instructors will provide samples of student solutions to relevant exam problems or other work in Set Theory and Logic as well as courses in any of the pure mathematics sequences.

**Responsibility:** The Assessment Committee will score these solutions according to a rubric developed by the department and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

**Timing:** Data will be collected every third year.

Student Learning Goal 3: Every mathematics major will develop an appreciation for the central role that examples play in mathematics.

Objective 3.1: Students will develop a repertoire of useful examples.
Objective 3.2: Students will realize when an example is called for.

**Assessment:** Instructors in our upper division sequences will provide samples of student solutions to exam problems or other work calling for students to develop or explain examples.

**Responsibility:** The Assessment Committee will score these solutions according to a rubric developed by the department and report their findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

**Timing:** Data will be collected every third year.

Student Learning Goal 4: Every mathematics major will develop an awareness of the broad applicability of mathematics and be exposed to some areas of mathematics that are obviously applicable.

**Assessment:** The primary purpose of this goal is to ensure that all mathematics majors are exposed to applicable mathematics. This occurs in Calculus and Differential Equations. To be sure that this is happening, instructors of these courses will be surveyed about the applications they talked about in their sections. We are continuing to search for a relatively unobtrusive way to collect meaningful student input regarding this goal. Possibilities include developing questions to be added to the Student Assessment of Teaching form or beginning to interview graduating seniors before they leave.

**Responsibility:** The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

**Timing:** Data will be collected every third year.

Student Learning Goal 5: Every mathematics major will develop an appreciation for the beauty of mathematics as an independent discipline and be exposed to some areas of mathematics that are not obviously applicable.

**Assessment:** This is a requirement that every mathematics major be exposed to abstract mathematics. We offer a wide variety of courses that satisfy this requirement. The primary assessment will be to determine whether or not all of our majors complete a core of such courses. We are continuing to search for a relatively unobtrusive way to collect meaningful student input regarding this goal. Possibilities include developing questions to be added to the Student Assessment of Teaching form or beginning to interview graduating seniors before they leave.

**Responsibility:** The Assessment Committee will collect the data and report its findings to the Chair. The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

**Timing:** Data will be collected every third year.

February 1, 2011
Student Learning Goal 6: Every mathematics major will develop an appreciation for the complexity and subtlety of mathematics.

Assessment: We are continuing to search for a relatively unobtrusive way to collect meaningful student input regarding this goal. Possibilities include developing questions to be added to the Student Assessment of Teaching form or beginning to interview graduating seniors before they leave.

Essential Studies

The Mathematics Department offers several courses that students may use to satisfy a portion of their Essential Studies requirements. The Essential Studies section of the UND Web site contains a list of these courses. For purposes of assessment, we have divided these courses into two groups.

Group 1: Breadth of Knowledge Courses and Quantitative Reasoning Courses

This group includes courses that satisfy the Essential Studies Mathematics, Science and Technology requirement or the Essential Studies Quantitative Reasoning requirement. Each of these courses attempts to meet one of the following goals:

Student Learning Goal 1: Students will improve their critical thinking skills. Specifically, they will (1) synthesize and analyze pure and applied mathematical problems, (2) evaluate the logic, validity, and relevance of mathematical arguments, or (3) develop reasoned solutions to mathematical problems and foresee alternative solutions to these problems.

Student Learning Goal 2: Students will improve their quantitative reasoning skills. Specifically, they will (1) apply empirical data to special problems or issues, (2) draw conclusions based on quantitative information, or (3) analyze graphical information and use it to solve problems.

Courses carrying the Essential Studies “Q” designation for “quantitative reasoning” will attempt to meet Goal 2. The other courses in this group will aim to meet Goal 1.

Assessment:

For each course in Group 1, we will assess student achievement of the goal of the course by using the following formal data sources: embedded questions on final or midterm exams, course success rates, and student opinion data from course evaluations. We may also consider data from informal assessment methods (e.g. reported faculty insight). Embedded questions designed specifically to determine specific learning outcomes provide direct assessment of our Essential Studies goals. The overall course success rates provide appropriate indirect measures of the attainment of the selected Essential Studies goals. Finally, data from the University Student Assessment of Teaching form is used to measure the extent to which students believe they have attained the selected Essential Studies goals.

We will not collect assessment data for Correspondence courses. We will collect assessment data for traditional on-campus courses as well as for on-line courses.

Responsibility:

Embedded Questions: In consultation with course instructors, the Mathematics Department Assessment Committee will design final or midterm exam questions to test student achievement of the specific Essential Studies goal of each course in Group 1. Each instructor will include the appropriate question on the course’s final exam or on the last midterm exam. The instructor will then collect a random sample of at least 15% of the student responses to the question and supply these responses to the Mathematics Department Assessment Committee. The Mathematics Department will develop and maintain a formal set of rubrics, and the Assessment Committee will use these rubrics to evaluate the students’ solutions to the embedded questions.

Course Success Rates: The Associate Chair of the Mathematics Department will gather course success rate data for all on-campus and on-line sections of each Essential Studies course in Group 1. The Associate Chair will provide summary results to the Chair and to the Assessment Committee.
Student Opinion: Every semester, the Office of Institutional Research uses the “Student Assessment of Teaching” forms to gather data relating to achievement of Essential Studies goals. Institutional Research provides a summary of these data to the Mathematics Chair, who will then forward it to the Mathematics Department Assessment Committee. Some instructors of Essential Studies courses in Group 1 use a customized evaluation form instead of the “Student Assessment of Teaching” form. The Mathematics Department Assessment Committee will remind these instructors to include a suitable Essential Studies question on their evaluation forms and to provide the Committee with a summary of the results for this question. In some cases, all sections of a given Essential Studies course may use a customized evaluation form. In these cases, the Mathematics Department Assessment Committee may request ES data for only selected semesters. In any case, the Committee is responsible for requesting the data.

Assessment Report: A few weeks after the end of each fall and spring semester, the Assessment Committee will submit a report to the Mathematics Department Chair. The report will include a summary and analysis of the data that the Committee has gathered for that particular semester, a description of any recommended actions to be taken by the Chair or by the Department, and a list of any recommended changes for future assessment. The Department Chair is responsible for final analysis, institutional reporting, and initiating any required action.

Timing:
Every four years, the Mathematics Department submits a request for revalidation of Essential Studies status for each of its ES courses. The Department will assess each of its ES courses at least twice during the four years preceding this request for revalidation of ES status.

Group 2: The Senior Capstone Course

This group includes only one course: Math 488: Senior Capstone. This course attempts to meet both of the following goals:

Student Learning Goal 3: Students will improve their thinking and reasoning skills. They will develop the ability to use a variety of thinking and reasoning skills, apply these skills as appropriate in various situations, and move among them depending on purpose.

Student Learning Goal 4: Students will improve their communication skills. They will develop their ability to write and speak in civic, academic, and professional settings with a sense of purpose and audience.

Assessment:
Each student in Math 488 will write a term paper and present a talk based on this paper. We will assess achievement of the ES learning goals by examining the paper and observing the talks.

Responsibility:
The Math 488 instructor will rate several attributes of each student’s paper and presentation according to a rubric developed and maintained by the Mathematics Department. The students will also rate several attributes of the presentation according to the same rubric. The rubric indicates which attributes of the paper and the talk relate to the ES Thinking and Reasoning goal and which relate to the ES Communication goal. The instructor of Math 488 will prepare a detailed report summarizing the ratings and submit it to the Mathematics Department Assessment Committee. The Assessment Committee will use the data to assess overall student achievement of the two learning goals and prepare a report summarizing its own observations. The committee will submit this report, along with a copy of the instructor’s report, to the Mathematics Department Chair.

Timing:
The Mathematics Department offers Math 488 every fall semester. We will gather assessment data every time the course is offered. The Assessment Committee will report on its findings once each year, except for years in which the department is applying for revalidation of Essential Studies status for Mathematics courses or years in which the department is preparing the self-study report for our undergraduate program review.

February 1, 2011
MS/MEd

Student Learning Goal 1(a): Every student in the MS program in mathematics will develop an understanding of at least two areas of modern mathematics.

Student Learning Goal 1(b): Every student in the MEd program in mathematics will develop an understanding of at least one area of modern mathematics as well as an understanding of the teaching and learning of mathematics.

Assessment: Each student is required to pass a comprehensive examination over two major area(s) of mathematics.

Responsibility: The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected annually.

Student Learning Goal 2: Every graduate student in mathematics will develop the ability to independently learn significant mathematics, and to communicate what they learn to others.

Assessment: An independent study project or thesis is required of every student.

Responsibility: The Chair is responsible for acting on the report as well as for reporting the results to the Dean, Provost, and other interested parties outside the department.

Timing: Data will be collected annually.