



Academic Program Review: June 1, 2004–May 31, 2005

Unit: Department of Mathematics

Part III Academic Program Review

Instructions:

Complete this section for the Program Review Committee recommendations not achieved prior to June 2004, as reported in Table I.C of previous annual assessment reports.

Undergraduate Program: Mathematics

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
3. Include the mission statement for the Undergraduate Mathematics Program in the <i>Undergraduate Catalog</i> , on the departmental Web site, and in other departmental and University publications.	The mission statement for the Undergraduate Mathematics Program is on the departmental website. (See the Mathematics Handbook of Operations and Procedures.) It is also printed in other departmental documents.
4. Develop and implement strategies for retaining majors and minors in the Undergraduate Mathematics Program and document the effectiveness of the strategies on a regular basis.	The Mathematics Education Committee, Statistics Committee and Scholarship Committee have developed cooperative strategies to attract and retain majors and minors. The information is posted in poster boards and on the webpage.
5. Develop, implement and evaluate regularly an orientation program for the Undergraduate Mathematics Program.	The orientation program is supported by the Mathematics undergraduate advisor with 25% release time who reports annually at the departmental retreat. His work is supported by the Math Lab, which provides academic training to majors who assist other math students and also provides an environment that facilitates the relationship of students with faculty outside of the classroom.
6. Evaluate regularly the effectiveness of the advisement process for students in the Undergraduate Mathematics Program.	The evaluation of the effectiveness of the advisement process is reported by the undergraduate advisor to the Mathematics faculty in the annual Spring Retreat.
7. Develop and implement a process for evaluating the undergraduate curriculum on a regular basis.	The evaluation of the undergraduate curriculum is an integral part of the learning outcomes assessment process currently conducted by the Division of Academic Affairs. The department has presented all the required assessment reports and addressed all the review committee recommendations.
8. Document the responsibilities of teaching assistants and the guidelines for their supervision.	The responsibilities of teaching assistants and guidelines for their supervision are documented in memos from the department chair and the graduate advisor to the faculty and graduate students.
9. Schedule a seminar for the faculty or inform the faculty during its planning retreat about student development services so that faculty members will be able to advise their students more fully.	The faculty of the Math Department carries a heavy service load that could not be properly serviced without plenty of information about student development services. Besides a section on student development in the planning retreat, the

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	scholarship committee and the developmental courses committee contribute information about development services.
10. Systematically document the improvements in teaching effectiveness that have resulted from the evaluations of instruction in the undergraduate program.	The department chair systematically sends memos to the faculty concerning improvements in teaching effectiveness. These observations are also common practice in faculty meetings. A document to evaluate faculty annually has been recently revised and submitted to the dean; this document includes a section on teaching effectiveness
11. In cooperation with the Office of Institutional Effectiveness, establish a mechanism for tracking the graduates of the Undergraduate Mathematics Program to determine the strengths and weaknesses of the program.	The mechanism for tracking undergraduate and graduate students is still a project.

Graduate Program:

Mathematics

Program Review Committee Recommendations (Numbering corresponds to original numbering in PRC Report)	Responses to Recommendations (Describe changes or improvements.)
3. Publish the mission statement and goals of the Graduate Mathematics Program on the department's Web page, in other departmental publications, and in future editions of the UTPA <i>Graduate Catalog</i> .	As a result of the publication of the mission statement and goals of the Graduate Mathematics Program on the department's Web page, the goals of the graduate program appear in full or partially quoted in working documents of departmental committees.
4. Periodically assess the needs of the community in the service region as well as the needs of the students in continuing their education and consider any modifications to the graduate program to meet those needs.	Two major math educational needs of the community have been studied. One is the need for an Interdisciplinary Master's degree in Education and Mathematics for Middle School Teachers. Another is the need for a Ph.D. in Mathematics Education. The department has developed plans for both projects and is currently seeking approval for them.
5. Develop and implement strategies for recruiting and retaining graduate students and review the effectiveness of the strategies on a regular basis.	The main directive has been to encourage graduate faculty to obtain grants that would support graduate recruitment and retention. Currently the Department of Mathematics has four graduate students supported by the Bridge to the Doctorate Program, an NSF grant supporting MS student recruitment, retention and research. This grant was obtained by a Math graduate faculty member and it supports eight other COSE graduate students.
6. Document how the results of the annual evaluation of the orientation process are used to improve that process in the Graduate Mathematics Program.	
7. Develop and implement measures for systematically evaluating the effectiveness of the advisement process for the Graduate Mathematics Program and document how the results of the evaluations are used to improve the process.	The chair of the department has appointed advisors that are charged with specific duties communicated to them in a memorandum. The graduate advisor is charged with coordinating the advising.
8. Document the results of the annual evaluation of the graduate curriculum.	The annual report of the graduate committee to the department's chair has facilitated the planning of curriculum review, its implementation, and the

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10. Systematically document the improvements in teaching effectiveness that have resulted from the evaluations of instruction in the graduate program.	distribution of information to the faculty. The department chair systematically sends memos to the faculty concerning improvements in teaching effectiveness. These observations are also common practice in faculty meetings. A document to evaluate faculty annually has been recently revised and submitted to the dean; this document includes a section on teaching effectiveness