

DEPARTMENT OF MATHEMATICAL SCIENCES  
OUTCOMES ASSESSMENT SURVEY  
SPRING 2006

Please reflect on your experience as a mathematics major and give us your opinions on the issues on the following pages.

Under each heading, several suggested questions to consider are listed. You may respond to any or all of these questions, or comment on other aspects of the issue. Positive and negative comments are welcome, and suggestions for improvements would be particularly useful. Feel free to use the back of the page or attach extra sheets if you need additional space.

Do not put your name on the survey itself. Put the survey in the enclosed envelope and put your name on the envelope. After all surveys are received, they will be opened and the surveys will be separated from the envelopes so that anonymity is retained. You may bring your completed survey to the Senior Colloquium to submit, or return it to Dr. White's mailbox in room 233 MSB.

## 1. INTEGRATION INTO DEPARTMENT

- (a) Were you made to feel that you were a part of the Department of Mathematical Sciences? If yes, what contributed to that feeling? If no, what could the department have done to make you feel more like a part of the department.

- (b) Were you introduced to customs, practices, and values of the department and of mathematics in general? Have you gained an understanding of how mathematicians work and what they do? Have you gained a feeling for mathematics as a whole – the big picture?

- (c) If the department were to sponsor activities for math majors, in what types of activities would you participate? For example, how likely would you be to participate in the following, and would the availability of free pizza increase the likelihood of your participation in any of these activities?

- Expository lectures on different areas of mathematics by department faculty or lectures by visitors, such as colloquium speakers.
- Undergraduate seminar, with mathematical talks by you or your fellow students.
- Talks on possible mathematical careers.
- Demonstration of the department chair turning his pants inside out with his ankles tied together.
- Trips to undergraduate mathematics conferences.
- Social events – suggestions?

Do you have any suggestions for other activities?

## 2. MATHEMATICAL CONNECTIONS

- (a) List 3 different subdisciplines of mathematics that you have studied. Do you have a favorite area of mathematics? If so, why is it your favorite?
- (b) Give two examples where mathematics learned in one class was used in another class (other than in sequential courses).
- (c) Give any examples where the mathematics you learned was used in other disciplines or in work experience.
- (d) Give any examples where knowledge from other disciplines was used in your mathematics courses.

### **3. GOALS AND EXPECTATIONS**

What were your goals in becoming a mathematics major and what did you expect to gain from the program? Did your goals change at all in the course of the program? If so, what factors contributed to the change? Were you able to achieve your goals? If so, were any aspects of the program particularly helpful in achieving your goals? How well has the program met your expectations?

### **4. FUTURE PLANS**

What are your plans after graduation? What aspects of the program do you believe will be most helpful in reaching your post-graduation goals? Are there other courses or features of the program that were not available that you feel would have been helpful in attaining your goals?

**5. ADVICE FOR FUTURE STUDENTS**

What advice would you give to new mathematics majors or students considering becoming mathematics majors? What suggestions would you make to other students regarding sequencing of courses or courses to avoid taking together? Did any of your courses seem to be redundant, covering much of the same material in essentially the same way? If so, which ones?

**6. CONCLUSIONS**

What else would you like to tell us about any other aspects of the major programs in the Department of Mathematical Sciences?