Three-Year Check-In for New Programs

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check-in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. In the interest of brevity, please keep responses to 300 words or less.

Program Name
Masters Program in Mathematics – Foundations of Advanced Studies

Term of First Enrollments
2014

Check-In Completed By
November 2017

Date Completed

Academic Quality and Student Success

1. Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

   The program structure and courses have not significantly changed since the program was introduced. A new probability course (Math 531) has been added to the list of available courses.

2. Briefly explain the program’s learning outcomes assessment plan and discuss how you are or how you plan to evaluate student learning. Summarize any data collected to date showing evidence of student learning.

   2A. Students who wish to enroll in our Ph.D. program after completion of the MA-FAS program are encouraged to take Ph.D. qualifying exams while attending the MA-FAS
program. This provides a fair and thorough assessment of the top students in the program.

2B. The department gathers information about job placements and placements into Ph.D. programs for all graduating students.

2C. Recently we introduced mechanisms to assess general learning goals formulated by the Math Department:

 Learning goal 1: Students learn a substantial body of mathematics presented in introductory graduate level courses in mathematics.

 Assessment: Responses on selected assignments or test questions will be analyzed.

 Learning goal 2: Students select and utilize appropriate methodologies to solve problems

 Learning goal 3: Students communicate clearly in written presentations

 Assessment of 2/3: Responses on selected assignments/test questions will be analyzed.

 Learning goal 4: Students recognize and apply principles of ethical and professional conduct.

 Assessment: Instructors and advisors will report questionable ethical conduct to the Graduate Program Committee

3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

Enrollment in some courses at the 500-799 level has increased, but the increase has not caused major problems.

There was an increase in workload for faculty and staff involved in the administration of the graduate program. New procedures have been established that can be repeated for each entering class.
4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College's current strategic goals.

All faculty share the teaching responsibilities for this program. Many colleagues have taken on advising responsibilities for students in the program.

**Operations and Administration**

5. Illustrate how the program has either brought in NEW and ADDITIONAL students (required for non-pooled programs), and/or how overall enrollment in your related programs has remained steady. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

Almost all students in the program were undergraduates at some foreign university with whom UW has a partnership agreement. These students spend one year at UW Madison as special student and in their second year enroll in the MA-FAS program. Almost all of these students would not have enrolled at UW Madison were it not for the MA-FAS program.

6. **Funding Considerations**

   a. For traditional/pooled programs – How is the program successfully funding its students?

   b. For non-pooled programs – Provide a brief summary of projected vs. actual revenues and expenses. Does the program have sufficient enrollment for sustainability? Discuss the current market outlook compared to the original marketing study, and plans to grow or change the program to become sustainable.

The program has enrolled 16 students in the first year (2014) (when it was a pilot program) and between 20 and 28 students in subsequent years, which is within the projected enrollment of 22-27 students per year. The program has been very successful at recruiting and it has been deemed stable enough by the College so as to allow hiring based on the 131 funds (the revenue to the department is around $500K per year). We have had no problem recruiting, in fact we have been able to maintain the high quality level of participants, needed to ensure that they will enter a high quality PhD program upon graduation - the stated goal of the program. We do not foresee any changes in the market, but we are discussing possible growth. The growth is not needed for the program to be sustainable, but it aligns with the College expectations that departments will try to grow their 131 programs if possible.
7. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.

These issues have usually been taken care of when a student transitions from the VISP to the MA-FAS program.

8. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?

There are currently no issues.