

Mathematics Department Service Program

Description of the Program: The Department of Mathematics is dedicated to ~~reproducing-producing~~ learners who can think and independently learn mathematically ~~in the context of within~~ their majors and ~~in everyday~~ life situations ~~as well become lifelong learners of mathematics.~~

These goals are strong

Five program Current and Future Goals goals to be accomplished in the next three to five years	Description of key program processes	Top five products of the program (current and future)
<p>CurrentOn-going Goals:</p> <p>To increase the number of full-time faculty.</p> <p>To strengthen departmental support services to insure that students are more successful in service courses.</p> <p>To continually refine strategies for improving pedagogy.</p> <p>To increase the percentage of courses taught by regular faculty by 20%</p> <p>FutureGoals for 2009</p> <p>To increase the number of full-time faculty <u>by 5</u>.</p> <p>To decrease the mean age of the regular faculty to below fifty.</p> <p>To collaborate with major departments in refining service courses.</p> <p>To strengthen departmental support services to insure that students are more successful in</p>	<p>Recruitment efforts are underway to increase the number of regular faculty who will make it possible for the department to fulfill its instructional mission and attain its goals.</p> <p>Faculty with the ability to contribute to the department for many years are needed, especially those with specializations in statistics, mathematics education, and applied mathematics.</p> <p>The teaching-learning processes used in the classroom in service courses is based on student mastery of content and the application of that knowledge to real life situations. Teaching through tutoring is offered by advanced students in the mathematics laboratories to reinforce classroom instruction.</p> <p>A sufficient number of education technicians (tutors) is needed in the mathematics laboratories throughout the hours of instruction.</p> <p>Collaboration with faculty in other departments serves to insure that the service courses in mathematics meet the current and emerging needs of majors in other disciplines.</p> <p>Efforts are underway to secure extramural funding for academic intervention programs designed to broaden the mathematical knowledge of prospective elementary school</p>	<p>Current:</p> <p>Increased student success rate in service courses.</p> <p>New and improved strategies for teaching service courses.</p> <p>Increased percentage of courses taught by regular faculty.</p> <p>Increased number of funded programs.</p> <p>Sustained use of the mathematics laboratory.</p> <p>Future:</p> <p>Same as above, except more.</p>

<p>service courses-</p> <p>To continually refine strategies for improving pedagogy-</p> <p>To increase the percentage of courses taught by regular faculty to 70%.</p> <p>To increase substantially extramural funding for bridge programs and for programs to improve the mathematical knowledge of prospective elementary teachers.</p>	<p>teachers and to enhance their skills in teaching mathematics. Efforts are also underway to secure extramural funding for research projects in mathematics and mathematics education for bridge programs.</p>	
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Scope and boundaries of the program: University-wide requirements in mathematics for majors in various departments. The programmatic requirements of the respective departments;

Self-assessment of the quality of the current program :

Strengths:

- Strong and dedicated faculty.
- Faculty committed to student success, often working on weekends with students.
- Continual revision of programmatic offerings to meet needs of respective departments.
- Two departmental support laboratories, one for developmental students where tutoring and testing are available, and one for students in service courses where tutoring is available.
- Advanced students who staff the laboratories.
- Uniform course requirements in multiple-section courses, and parallel tests administered in developmental courses.
- Good faculty-student rapport.
- Calculator and other technologies are used in most service courses.

Areas of Improvement:

- Too low a percentage of classes are taught by regular faculty.
- Smaller than desirable percentage of students pass the service courses on the first attempt.
- Low departmental extramural funding.
- Not all faculty use innovative teaching strategies.
- Smaller than desirable budget for teaching assistants and support services.
- Administrative support for additional faculty.
- Low budget for faculty enhancement.
- Inadequate funding for contemporary technology.

Insights:

- Currently taking necessary steps to evaluate the mathematics/service component.
- Identifying and working toward attaining solid goals for the service component.

Measurement						Evaluation		
Qualities	Criterion	Factor	Weight	Vehicle	Instrument	Current Standards	Future Standards	Accountal

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