Discussion of Math
Six-Year Report Draft.

Assessing Introductory & Developmental Courses?

Meetings for #2, 3

MFF #1

Evals (future) #4

Section 6

revisions

\[
\frac{1}{n}, \frac{n-4}{n}, \frac{1}{n} \quad n \geq 7
\]
6 Conclusion and Long-Term Vision

The review information and assessment data in this report reinforce our own perceptions of mathematics at Westmont as a stable and effective program. Our least senior full-time faculty are beginning their ninth year at Westmont, and the level of staffing in mathematics has been consistent for many more years. While our upper-division major classes are small, our overall instructional load is healthy because of the number of courses we teach that serve other disciplines. And perhaps most importantly, many of our majors go on to meaningful and impactful careers that use mathematics, explicitly and implicitly.


Over the past six years, the department has offered a consistently high quality program in mathematics. Mathematics faculty have engaged in peer-reviewed research and have authored books that reach wide audiences. Mathematics graduates serve society and the kingdom using skills and gifts they developed through our ministry to them. Our primary accomplishment lies in stewarding a program that has a track record of many years of effectiveness.

In the area of assessment, we have constructed and implemented a set of learning outcomes and measurement tools that we find meaningful and sustainable. At long last, the mathematics faculty now feel ownership of the assessment program.

We continue to monitor and refine our program: supporting undergraduate research projects, offering mathematical internship opportunities, supporting off-campus study, reinstituting a problem-solving class, implementing new textbooks, developing and revamping courses, tweaking major requirements, using new technologies, and supporting each other’s pedagogy.

6.B Goals and Strategies

Our main concern over the next six years will be increasing the number of students who major in mathematics. To this end, we propose the following action items.

1. Monitor and evaluate current admission practices. Compare Westmont’s mathematical admission requirements with comparable institutions.

2. Evaluate our major requirements, and compare to comparable institutions.
3. Continue to participate in admission recruitment events.

4. Promote the secondary education credential program as an accelerated “3 + 1” track for motivated students.

5. Continue to host events during the fall semester to recruit new majors.

In addition to this concern, the department plans to maintain and develop its assessment program, as described in Section 3 of this report.

6.C Individual Contributions

All of the above action items represent duties that the department will share. However, the following faculty will serve as “point persons” for each action item. These faculty hold the responsibility of keeping these action items on the department agenda.

1. Russ Howell
2. Ray Rosentrater
3. Dave Hunter
4. Patti Hunter
5. Jonathan Leech

Education professor Andrew Mullen has offered to help with action item #4. The department chair has the responsibility of shepherding all the action items necessary to maintain our assessment program, as described in Section 3.B.5.