Academic Program Assessment
AY 2025-2026 [Due 6/1/26]

Program Name	Date Completed
Mathematics	**4 June 2026**
Report Completed By	Report Contributors
Stephen Aldrich	

Brief Statement of Program Mission and Goals
Program Overview: The Mathematics BA/BS program is designed to prepare students to use quantitative and analytical methods and powerful mathematical problem-solving strategies necessary for lifelong independent learning. Students will learn to formulate and solve problems using mathematical tools while working alone or in groups on routine problems, nonroutine, and open-ended problems, problems involving applications to other fields, problems involving real-world data, and abstract problems within mathematics. Students in the Mathematics program can specialize in their field of interest or choose a concentration in Secondary Certification. The Mathematics program prepares students for professional careers and graduate studies in actuarial science, computer science, engineering, operations research, biomathematics, cryptography, finance, pure and applied mathematics, and teaching. Student Learning Outcomes: At the conclusion of the mathematics programs: 1. Students will have facility in the core mathematical content areas: calculus, algebra, and other additional topics. 2. Students will formulate and solve problems using mathematics, working alone or with others at the three cognitive levels: routine problems, non-routine problems and applied problems. They will also be able to formulate and solve applied problems involving applications to other fields and problems involving real-world data. 3. Students will create, analyze and use mathematical abstraction. They will understand and write formal mathematical arguments. They will appreciate the standards for mathematical rigor, elegance and beauty. 4. Students will produce and deliver effective written presentations of mathematical material and ideas. 5. Students will find and select appropriate written sources of mathematics and learn independently from these sources.

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
SLO 1&2 are assessed using the Major Field Test in Mathematics. SLO 1: Students will have facility in the core mathematical content areas: calculus, algebra, and other additional topics. SLO 2: Students will formulate and solve problems using mathematics, working alone or with others at the three cognitive levels: routine problems, non-routine problems and applied problems. They will also be able to formulate and solve applied problems involving applications to other fields and problems involving real-world data.
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
The Major Field Test is administered to all graduating mathematics majors at the conclusion of either Math 421 or Math 427. The last report for this assessment was generated at the end of the spring semester of AY 2024-2025.
C. What were the recommendations for change in the previous cycle?
No changes were agreed upon.
D. How were the recommendations for change acted upon?
No changes were agreed upon.
E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?
Next steps recommendations: Have mathematics program faculty members review 4 years' worth of MFT data in AY 2026-2027, review benchmarks from the assessment plan, and determine if benchmarks are still appropriate. Have mathematics program faculty members review the assessment plan and discuss whether the "cache of graded final exams being maintained in the department office" that is to be "review[ed] every two or three years" is appropriate/ feasible/ being done. A similar review of "Exit Interviews" is recommended.

Enter Comments on Table I Closing the Loop Below

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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
SLO 1&2 are assessed using the Major Field Test in Mathematics. SLO 1: Students will have facility in the core mathematical content areas: calculus, algebra, and other additional topics. SLO 2: Students will formulate and solve problems using mathematics, working alone or with others at the three cognitive levels: routine problems, non-routine problems and applied problems. They will also be able to formulate and solve applied problems involving applications to other fields and problems involving real-world data.
B. Semester and year this SLO was previously reported on before this cycle.
The last report for this assessment was generated at the end of the spring semester of AY 2024-2025.
C. Describe the assessment method for this SLO(s).
The Major Field Test is administered to all graduating mathematics majors at the conclusion of either Math 421 or Math 427.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
Four graduating seniors took the MFT in spring 2026.
E. Explain the expected proficiency level and proportion of students who should reach this level.
We expect that ninety percent of our mathematics majors will score at or above the 50th percentile on the MFT standardized exam.

F. Provide Assessment results and number of students who met defined proficiency level.

75% of the students met the benchmark of 50th percentile.

G. Describe what the results or trends indicate about student performance.

Overall, the students who did well did very well, including one perfect score at the 95th percentile (which indicates perfect scores are attained by about 4 percent of test takers). The good scores indicate a strong, well-balanced degree plan that meets the guidelines of the Mathematical Association of America as well as the expectations of the program faculty members.

There was one student below the benchmark and that student's score is dramatically below expectations, at the 3rd percentile. This could indicate a number of things:

1. There are no "teeth" in this assessment. Student performance on the exam has no impact on graduation or grades or anything else. Or
2. A technological glitch or error occurred during the assessment. I've known this student for years and I know their abilities are above what the score indicates. However, the MFT now has remote student access – meaning, the students can now take the exam on a lock-down browser without being proctored. I was not present for this particular assessment (while I was for two of the other students) and don't know if an error occurred.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

As the department chair in mathematics, I am committed to having a thorough evaluation of the mathematics program assessment plan during AY 2026-2027. We have some new faculty members in the program, and some of the long-standing members who made the current assessment plan are no longer here.

Enter Comments on Table II AY 2026 Assessment Below