

_____ : Liberal Arts and Sciences

_____ : Mathematics, Statistics, Physics (MSP)

_____ :
BA/BS Mathematics

related discipline or for physics-related employment in academic, industrial, or governmental positions. The undergraduate program is also committed to providing the physics instruction needed by programs in other sciences, engineering, education, and health professions, as well as in the liberal arts. The curriculum includes traditional core physics courses and also provides students the opportunity to explore areas of individual interest through special projects. The program has averaged 17 fall majors, with an increasing trend, and 2.7 graduates over the past 3 fiscal years. Majors are high quality students, having an average ACT score of around 28, far above the university average of 22.7. An update on plans for increasing program majors and graduates was not provided.

MS Mathematics The 33 hour program is designed to be either used as preparation for further study at the PhD level or for acquiring the mathematical and statistical background needed for a variety of professions in business, industry and education. There is a thesis and non-thesis option. The program has averaged 22.3 fall majors and 7.3 graduates over the past 3 years. Majors are high quality students, having an average incoming GPA of around 3.63, above the university average of 3.48.

PhD Mathematics The Ph.D. program in applied mathematics is concentrated in the areas of partial differential equations, computational mathematics, probability, and statistics. It was developed specifically to support the state's growing technology-dependent industries. Although most doctoral graduates pursue careers in academia, about 1/3 of the graduates are employed in business, government or industry. The program has averaged 15.3 fall majors and 2 graduates over the past 3 years. Majors are high quality students, having an average incoming GPA of around 3.77, above the university average of 3.48. A new concentration was added to this degree program in 2012 (applied mathematics-physics) in an effort to bolster the research profile of the newly created Department of Mathematics, Statistics, and Physics to assist in the recruitment of PhD students who desire a physics focus.

MS Mathematics-

number of journal articles produced. Three of the faculty have won teaching awards. Departmental faculty members are also involved in service to the university and profession.

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Mathematics— Over \$4.9M in external funding over the past three years. Sources of the external funding were not provided

Physics— \$70,000 in external funding over the past three years. Sources of the external funding

- Analysis An evaluation that determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcomes and consider whether the measurement and target remain valid indicators of the learner.
- x Add additional learner outcomes to the Bachelor degrees. These should indicate the knowledge and skills required for successful employment or admission into graduate school. For example outcomes focused on quantitative literacy in terms of interpretation, calculation, application/analysis, etc.
- x Document program changes that occurred through assessment of student learner outcomes
- x Provide an update on plans for increasing majors and graduates in the physics program.
- x Address concerns of the Graduate School in terms of the assessment process for the graduate programs.

Prior to the next review in 2021

- x Include the new university exit and alumni surveys in assessment plans. This will include placement data, salaries, and student satisfaction.
- x Given the high scholarly output of the department faculty, the department is strongly encouraged to increase the number of PhD students and graduates.
- x Department may want to address the seemingly large difference in the teaching loads and responsibilities between the Physics and the M/S faculty.