

**DEPARTMENT OF MATHEMATICS**  
**MATHEMATICS MAJOR**  
**EFFECTIVENESS PROGRAM**  
**2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Attain excellence in academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Program/Unit Goal:</b> The purpose of the program for mathematics majors is to provide instruction in a Christian environment that will enable students to develop an insight into mathematics theory and an understanding of the applications of mathematics and that will prepare students to pursue advanced study or a career in a mathematics related field.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate a conceptual understanding of limit, continuity, and differentiation, and acquire a thorough background in techniques and application of calculus. (Calculus, NCTM 12).</li> <li>2. Students will demonstrate the ability to reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. (Reasoning and proof, NCTM 2)</li> <li>3. Students will demonstrate an understanding of relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. (Algebra, NCTM 10)</li> <li>4. Students will demonstrate the ability to use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. (Geometry, NCTM 11)</li> <li>5. Students will demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. (Statistics &amp; probability, NCTM 14)</li> </ol>	<ol style="list-style-type: none"> <li>1a. Students will score at or above the 50<sup>th</sup> percentile on the calculus section of the ETS Major Field Test (MFT).</li> <li>1b. Students will average at least 50% on the section on functions and calculus on the Praxis II mathematics content exam.</li> <li>2. As measured by the assessment rubric for MAT 335, the average score of math majors on each category of the relevant learning objectives will be at least 3 on the 4 point scale.</li> <li>3a. Students will score at or above the 50<sup>th</sup> percentile on the algebra section of the Major Field Test.</li> <li>3b. Students will average at least 50% on the algebra section of the Praxis II mathematics content exam.</li> <li>4a. Students will average at least 50% on the section on geometry and trigonometry on the Praxis II mathematics content exam.</li> <li>4b. As measured by the assessment rubric for MAT 436, the average score of math majors in each category will be at least 3 on the 4 point scale.</li> <li>5a. Students will average at least 50% on the section on data analysis and statistics on the Praxis II mathematics content exam.</li> <li>5b. As measured by the assessment rubric for MAT 337, the average score of math majors on each category will be at least 3 on the 4 point scale.</li> </ol>		

**DEPARTMENT OF MATHEMATICS**  
**MATHEMATICS MAJOR**  
**EFFECTIVENESS PROGRAM**  
**2013-2014**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Attain excellence in academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Program/Unit Goal:</b> The purpose of the program for mathematics majors is to provide instruction in a Christian environment that will enable students to develop an insight into mathematics theory and an understanding of the applications of mathematics and that will prepare students to pursue advanced study or a career in a mathematics related field.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate a conceptual understanding of limit, continuity, and differentiation, and acquire a thorough background in techniques and application of calculus. (Calculus, NCTM 12).</li> <li>2. Students will demonstrate the ability to reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. (Reasoning and proof, NCTM 2)</li> <li>3. Students will demonstrate an understanding of relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. (Algebra, NCTM 10)</li> <li>4. Students will demonstrate the ability to use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. (Geometry, NCTM 11)</li> <li>5. Students will demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. (Statistics &amp; probability, NCTM 14).</li> </ol>	<ol style="list-style-type: none"> <li>1a. Students will score at or above the 50<sup>th</sup> percentile on the calculus section of the ETS Major Field Test (MFT).</li> <li>1b. Students will average at least 50% on the section on functions and calculus on the Praxis II mathematics content exam.</li> <li>2. As measured by the assessment rubric for MAT 335, the average score of math majors on each category of the relevant learning objectives will be at least 3 on the 4 point scale.</li> <li>3a. Students will score at or above the 50<sup>th</sup> percentile on the algebra section of the Major Field Test.</li> <li>3b. Students will average at least 50% on the algebra section of the Praxis II mathematics content exam.</li> <li>4a. Students will average at least 50% on the section on geometry and trigonometry on the Praxis II mathematics content exam.</li> <li>4b. As measured by the assessment rubric for MAT 436, the average score of math majors in each category will be at least 3 on the 4 point scale.</li> <li>5a. Students will average at least 50% on the section on data analysis and statistics on the Praxis II mathematics content exam.</li> <li>5b. As measured by the assessment rubric for MAT 337, the average score of math majors on each category will be at least 3 on the 4 point scale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Five students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>2. Five students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS</li> <li>3. Five students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>4. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors for items on a similar assessment rubric created by the current professor.</li> <li>5. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors on those items that were included on a similar assessment rubric created by the current professor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data will be used to inform instruction.</li> <li>2. Results will be used to inform instruction.</li> <li>3. Students will be encouraged to take MFT earlier in their senior year.</li> <li>4. A generic assessment rubric for learner outcomes for this course is in the process of being created and communicated to all regular and adjunct faculty.</li> <li>5. A generic assessment rubric for learner outcomes for this course is in the process of being created and communicated to all regular and adjunct faculty.</li> </ol>

**DEPARTMENT OF MATHEMATICS**  
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**EFFECTIVENESS PROGRAM**  
**2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Attain excellence in academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Program/Unit Goal:</b> The purpose of the program for mathematics majors is to provide instruction in a Christian environment that will enable students to develop an insight into mathematics theory and an understanding of the applications of mathematics and that will prepare students to pursue advanced study or a career in a mathematics related field.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate a conceptual understanding of limit, continuity, and differentiation, and acquire a thorough background in techniques and application of calculus. (Calculus, NCTM 12).</li> <li>2. Students will demonstrate the ability to reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. (Reasoning and proof, NCTM 2)</li> <li>3. Students will demonstrate an understanding of relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. (Algebra, NCTM 10)</li> <li>4. Students will demonstrate the ability to use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. (Geometry, NCTM 11)</li> <li>5. Students will demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. (Statistics &amp; probability, NCTM 14)</li> </ol>	<ol style="list-style-type: none"> <li>1a. Students will score at or above the 50<sup>th</sup> percentile on the calculus section of the ETS Major Field Test (MFT).</li> <li>1b. Students will average at least 50% on the section on functions and calculus on the Praxis II mathematics content exam.</li> <li>2. As measured by the assessment rubric for MAT 335, the average score of math majors on each category of the relevant learning objectives will be at least 3 on the 4 point scale.</li> <li>3a. Students will score at or above the 50<sup>th</sup> percentile on the algebra section of the Major Field Test.</li> <li>3b. Students will average at least 50% on the algebra section of the Praxis II mathematics content exam.</li> <li>4a. Students will average at least 50% on the section on geometry and trigonometry on the Praxis II mathematics content exam.</li> <li>4b. As measured by the assessment rubric for MAT 436, the average score of math majors in each category will be at least 3 on the 4 point scale.</li> <li>5a. Students will average at least 50% on the section on data analysis and statistics on the Praxis II mathematics content exam.</li> <li>5b. As measured by the assessment rubric for MAT 337, the average score of math majors on each category will be at least 3 on the 4 point scale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nine students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>1. No students enrolled in MAT 335 during this time period.</li> <li>2. Nine students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>4. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors for items on a similar assessment rubric created by the current professor.</li> <li>5. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors on those items that were included on a similar assessment rubric created by the current professor</li> </ol>	<ol style="list-style-type: none"> <li>1. Data will be used to inform instruction.</li> <li>2. No action required.</li> <li>3. Students will be encouraged to take MFT earlier in their senior year.</li> <li>4. A generic assessment rubric for learner outcomes for this course is being created and will be communicated to all regular and adjunct faculty.</li> <li>5. A generic assessment rubric for learner outcomes for this course will be created and communicated to all regular and adjunct faculty.</li> </ol>

**DEPARTMENT OF MATHEMATICS**  
**MATHEMATICS MAJOR**  
**EFFECTIVENESS PROGRAM**  
**2011-2012**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Attain excellence in academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Program/Unit Goal:</b> The purpose of the program for mathematics majors is to provide instruction in a Christian environment that will enable students to develop an insight into mathematics theory and an understanding of the applications of mathematics and that will prepare students to pursue advanced study or a career in a mathematics related field.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate a conceptual understanding of limit, continuity, and differentiation, and acquire a thorough background in techniques and application of calculus. (Calculus, NCTM 12).</li> <li>2. Students will demonstrate the ability to reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. (Reasoning and proof, NCTM 2)</li> <li>3. Students will demonstrate an understanding of relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. (Algebra, NCTM 10)</li> <li>4. Students will demonstrate the ability to use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. (Geometry, NCTM 11)</li> <li>5. Students will demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. (Statistics &amp; probability, NCTM 14)</li> </ol>	<ol style="list-style-type: none"> <li>1a. Students will score at or above the 50<sup>th</sup> percentile on the calculus section of the ETS Major Field Test (MFT).</li> <li>1b. Students will average at least 50% on the section on functions and calculus on the Praxis II mathematics content exam.</li> <li>2. As measured by the assessment rubric for MAT 335, the average score of math majors on each category of the relevant learning objectives will be at least 3 on the 4 point scale.</li> <li>3a. Students will score at or above the 50<sup>th</sup> percentile on the algebra section of the Major Field Test.</li> <li>3b. Students will average at least 50% on the algebra section of the Praxis II mathematics content exam.</li> <li>4a. Students will average at least 50% on the section on geometry and trigonometry on the Praxis II mathematics content exam.</li> <li>4b. As measured by the assessment rubric for MAT 436, the average score of math majors in each category will be at least 3 on the 4 point scale.</li> <li>5a. Students will average at least 50% on the section on data analysis and statistics on the Praxis II mathematics content exam.</li> <li>5b. As measured by the assessment rubric for MAT 337, the average score of math majors on each category will be at least 3 on the 4 point scale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sixty seven percent of the students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>2. No students enrolled in MAT 335 during this time period.</li> <li>3. Sixty-seven percent of the students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>4. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors for items on a similar assessment rubric created by the current professor.</li> <li>5. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors on those items that were included on a similar assessment rubric created by the current professor</li> </ol>	<ol style="list-style-type: none"> <li>1. Results of the test will be used to improve instructional effectiveness.</li> <li>2. No action taken</li> <li>3. When received, analysis will be used to create effective instruction.</li> <li>4. A generic assessment rubric for learner outcomes for this course needs to be created and communicated to all regular and adjunct faculty.</li> <li>5. A generic assessment rubric for learner outcomes for this course needs to be created and communicated to all regular and adjunct faculty.</li> </ol>

**DEPARTMENT OF MATHEMATICS**  
**MATHEMATICS MAJOR**  
**EFFECTIVENESS PROGRAM**  
**2010-2011**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Attain excellence in academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Program/Unit Goal:</b> The purpose of the program for mathematics majors is to provide instruction in a Christian environment that will enable students to develop an insight into mathematics theory and an understanding of the applications of mathematics and that will prepare students to pursue advanced study or a career in a mathematics related field.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate a conceptual understanding of limit, continuity, and differentiation, and acquire a thorough background in techniques and application of calculus. (Calculus, NCTM 12).</li> <li>2. Students will demonstrate the ability to reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. (Reasoning and proof, NCTM 2)</li> <li>3. Students will demonstrate an understanding of relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. (Algebra, NCTM 10)</li> <li>4. Students will demonstrate the ability to use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. (Geometry, NCTM 11)</li> <li>5. Students will demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. (Statistics &amp; probability, NCTM 14)</li> </ol>	<ol style="list-style-type: none"> <li>1a. Students will score at or above the 50<sup>th</sup> percentile on the calculus section of the ETS Major Field Test (MFT).</li> <li>1b. Students will average at least 50% on the section on functions and calculus on the Praxis II mathematics content exam.</li> <li>2. As measured by the assessment rubric for MAT 335, the average score of math majors on each category of the relevant learning objectives will be at least 3 on the 4 point scale.</li> <li>3a. Students will score at or above the 50<sup>th</sup> percentile on the algebra section of the Major Field Test.</li> <li>3b. Students will average at least 50% on the algebra section of the Praxis II mathematics content exam.</li> <li>4a. Students will average at least 50% on the section on geometry and trigonometry on the Praxis II mathematics content exam.</li> <li>4b. As measured by the assessment rubric for MAT 436, the average score of math majors in each category will be at least 3 on the 4 point scale.</li> <li>5a. Students will average at least 50% on the section on data analysis and statistics on the Praxis II mathematics content exam.</li> <li>5b. As measured by the assessment rubric for MAT 337, the average score of math majors on each category will be at least 3 on the 4 point scale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Two students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>2. No students enrolled in MAT 335 during this time period.</li> <li>3. Two students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>4b. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors for items on a similar assessment rubric created by the current professor.</li> <li>5b. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors on those items that were included on a similar assessment rubric created by the current professor</li> </ol>	<ol style="list-style-type: none"> <li>1. Results will be used to revise course material.</li> <li>2. No action taken</li> <li>3. Data analysis will be used to revise course material.</li> <li>4b. A generic assessment rubric for learner outcomes for this course will be created and communicated to all regular and adjunct faculty.</li> <li>5b. A generic assessment rubric for learner outcomes for this course will be created and communicated to all regular and adjunct faculty.</li> </ol>

**DEPARTMENT OF MATHEMATICS**  
**MATHEMATICS MAJOR**  
**EFFECTIVENESS PROGRAM**  
**2009-2010**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Attain excellence in academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Program/Unit Goal:</b> The purpose of the program for mathematics majors is to provide instruction in a Christian environment that will enable students to develop an insight into mathematics theory and an understanding of the applications of mathematics and that will prepare students to pursue advanced study or a career in a mathematics related field.</p>	<ol style="list-style-type: none"> <li>1. Students will demonstrate a conceptual understanding of limit, continuity, and differentiation, and acquire a thorough background in techniques and application of calculus. (Calculus, NCTM 12).</li> <li>2. Students will demonstrate the ability to reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry. (Reasoning and proof, NCTM 2)</li> <li>3. Students will demonstrate an understanding of relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change. (Algebra, NCTM 10)</li> <li>4. Students will demonstrate the ability to use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties. (Geometry, NCTM 11)</li> <li>5. Students will demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability. (Statistics &amp; probability, NCTM 14)</li> </ol>	<ol style="list-style-type: none"> <li>1a. Students will score at or above the 50<sup>th</sup> percentile on the calculus section of the ETS Major Field Test (MFT).</li> <li>1b. Students will average at least 50% on the section on functions and calculus on the Praxis II mathematics content exam.</li> <li>2. As measured by the assessment rubric for MAT 335, the average score of math majors on each category of the relevant learning objectives will be at least 3 on the 4 point scale.</li> <li>3a. Students will score at or above the 50<sup>th</sup> percentile on the algebra section of the Major Field Test.</li> <li>3b. Students will average at least 50% on the algebra section of the Praxis II mathematics content exam.</li> <li>4a. Students will average at least 50% on the section on geometry and trigonometry on the Praxis II mathematics content exam.</li> <li>4b. As measured by the assessment rubric for MAT 436, the average score of math majors in each category will be at least 3 on the 4 point scale.</li> <li>5a. Students will average at least 50% on the section on data analysis and statistics on the Praxis II mathematics content exam.</li> <li>5b. As measured by the assessment rubric for MAT 337, the average score of math majors on each category will be at least 3 on the 4 point scale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Only two students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>2. No students enrolled in MAT 335 during this time period.</li> <li>3. Only two students took the Major Field Test (MFT). Data analysis from these tests was not received from ETS.</li> <li>4. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors for items on a similar assessment rubric created by the current professor.</li> <li>5. The assessment rubric referred to in this item was not left by the previous evaluator. However, the goal was met for the average score of math majors on those items that were included on a similar assessment rubric created by the current professor</li> </ol>	<ol style="list-style-type: none"> <li>1. Data will be used to inform instruction.</li> <li>2. No action required.</li> <li>3. Students will be encouraged to take MFT earlier.</li> <li>4. A generic assessment rubric for learner outcomes for this course needs to be created and communicated to all regular and adjunct faculty.</li> <li>5. A generic assessment rubric for learner outcomes for this course needs to be created and communicated to all regular and adjunct faculty.</li> </ol>