



Comprehensive Program Review

University System of Georgia

CPR Report Submitted!

Thank you for submitting a **Comprehensive Program Review Report**. Below is the information you sent on June 30, 2003. *Please note* this is a temporary web page and cannot be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

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- 5 **Institution:** Kennesaw State University
- 6 **Review Status:** Non-triggered Review
- 7 **Degree level:** Bachelors
- 8 **Degree acronym:** BS
- 9 **Degree/Major:** BS with a major in Mathematics Education
- 10 **CIP Code:** 13131100
- 11 **College,** College of Science & Mathematics
School/Division:
- 12 **Department:** Department of Mathematics
- 13 **CPR Plan** Yes
followed:
- 14 **Future institutional** Expand and enhance
plans for program:
- 15 **Plan for resources** add
in this program:
- 16 **Supplemental file:** CPR FINDINGS to BOR - B.S. Mathematics
Education.doc
- 17 **File Type:** MS Word
- 18 **CPR Web Addr.:** www.kennesaw.edu/ie

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**CPR FINDINGS AND PLANS
FOR THE
B.S. WITH A MAJOR IN MATHEMATICS EDUCATION
AT KENNESAW STATE UNIVERSITY**

MAJOR FINDINGS ON THE PROGRAM'S QUALITY, PRODUCTIVITY, & VIABILITY

The majority of the undergraduate mathematics courses taught in support of KSU's major program in mathematics education for the preparation of secondary teachers also support KSU's major in mathematics. While the degree productivity of the undergraduate mathematics major falls slightly below the Regents' threshold and was triggered for special review, the mathematics education program was above threshold and was not triggered. Taken together, undergraduate studies in mathematics at KSU are strong, cost-effective, and viable.

This program's self-study and the University Program Review Council were in substantial agreement about the strengths and weaknesses of the degree program in mathematics education. The UPRC rated the overall quality of the program as strong and the overall productivity as satisfactory. All but one of the quality indicators (14 of 15) were rated as strong or very strong, including curricular adherence to national standards (the program is PSC approved and NCATE accredited), the faculty, facilities & equipment, operational funding, use of advanced instructional technology, advising, preparation of graduates, grants, program recognition, success of graduates, stakeholder satisfaction, student and faculty honors, student selectivity, and responsiveness to change. The Council rated the diversity of students and faculty and the availability of endowed scholarship support as weak. Most of the productivity indicators (9 of 12) were rated as strong or very strong, including the number of upper division majors, clarity of the curricular design, course scheduling, enrollment in required courses, instructional productivity, cost-effectiveness, (these are impacted by the combined demand of mathematics and mathematics education majors), degree productivity ranking in the USG (second to UGA), responsiveness to state need, and contribution to the KSU mission. The diversity of the program's graduates was weak. The self-study's and the Council's overall productivity rating of satisfactory reflected the heavy weight given to degree productivity and the judgment that the annual graduation rate of 13 was relatively modest. The Council noted that an upward trend for degree completions appeared to be developing. The Council also observed that the faculty in mathematics education are exhibiting progressive and strong leadership throughout the region, and this program could be on track for model or exemplary status. Increased student recruitment, program expansion, and visibility in responding to critical state needs were also recommended. The UPRC also called for a clarified set of the program's priorities, action plans and timetables for improvement.

PLANS FOR IMPROVING THE PROGRAM'S QUALITY, PRODUCTIVITY, & VIABILITY

Some of the more notable plans for improvement include: hiring additional faculty in mathematics education; attracting more minority faculty and students in mathematics education; engaging in active recruitment of prospective math majors in area high schools; improving the accuracy of the current database on mathematics education majors; and continuing the department's strong track record of grant and instructional success in the innovative use of advanced technology in the curriculum.

NEW RESOURCE ALLOCATIONS FOR IMPROVEMENT

Kennesaw State's funding and expenditures per FTE student have been substantially below average throughout the university's relatively brief history. New funding and facilities have lagged KSU's exceptional rate of growth over the years. Consequently, the student/faculty ratio at KSU is exceptionally high, and the institution would need another 150 full-time faculty to reach the average of the other state and regional universities in the USG. In that context, there is substantial justification for enhancing most degree programs with additional investments in full-time faculty support. However, this review and its recommendations were completed in the context of a statewide and national economic downturn, significant budget cutbacks in the State's, the University System's, and KSU's operating budgets, and little prospect of KSU receiving special catch-up funding from state appropriations in the near term.

The self-study and the UPRC recommended that this program be enhanced with new resources for additional faculty in mathematics education for the purpose of supporting the enrollment growth which is underway and expanding annual degree completions in an area of critical state need. These new allocations are expected to come from redirected and institutionally self-generated funds.

PLANS FOR INCREASING PROGRAM PRODUCTIVITY ABOVE THRESHOLD

Not applicable. This program was not triggered for special review by the System Office.