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<th>Alignment with Institutional Goals</th>
<th>Status</th>
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| A. Review and update learning outcomes and program requirements for all departmental programs | A1. Develop an efficient and ongoing method of genuine assessment in preparation for NCATE and other external reviews  
A2. Increase offerings of mathematics electives with emphasis on applied math courses for students interested in careers outside of teaching  
A3. Modify existing courses and develop new courses that reflect changes in the discipline | I, 1 | A1. TaskStream online portfolio management system piloted during 2007-2008; will be adopted for all AEM students beginning fall 2008  
A2. New math electives offered since fall 2006 include MAT 350, MAT 511, MAT 529, MAT 558. Fall 2008 schedule includes MAT 354.  
A3. MAT 511 (Chaos) developed within last 5 years. Offerings are lacking in graph theory, operations research, financial mathematics and data analysis. |
| B. Provide greater consistency in course offerings | B1. Establish departmental course outlines for all courses that include learning objectives and required topics  
B2. Investigate the use of common examinations | I, 1 | B1. Outlines have been developed for the graduate core courses and several undergraduate courses. Plan to assess math curriculum over a 3-year period is in place (see A1.)  
| C. Promote a greater sense of community within the department | C1. Provide effective mentoring for new faculty  
C2. Establish a weekly seminar series for students  
C3. Continue to offer sections of COR 101 for math majors taught by department faculty  
C4. Promote student involvement in the math club  
C5. Redesign the department web page | I, 1 | C1. Informal mentoring has been provided but a more structured proactive approach may be beneficial.  
C2. Plans are underway to begin in fall 2008.  
C4. Math club re-established in fall 2007 after several years of inactivity  
C5. Information is updated regularly but assistance is needed with organization and layout. |
| D. Develop strategies to address the mathematics preparation of entering students | D1. Work with the Quantitative Skills committee to assess the readiness of entering students, possibly at summer orientation  
D2. Work with the administration to implement a cost-effective, efficient method to help students in all disciplines to review and improve basic math skills  
D3. Develop a method to identify and assist students who need additional preparation for calculus | I, 1 | D1. Discussed at Open Meeting in April 2008, follow-up will occur in fall 2008  
D2. Discussed at Open Meeting in April 2008, follow-up will occur in fall 2008. The Economics Department can provide a potential model.  
D3. “Readiness exams” used in previous years will be re-examined. Our precalculus course may need to be revised. |
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| E. Increase graduate enrollments | E1. Continue to promote existing graduate programs (M.A.T., M.S.Ed.)  
E2. Provide professional development opportunities for in-service teachers  
E3. Explore the development of a new master’s program | I, 2 | E1. Modest efforts are in place but should be increased. Redesign of web page (C5) could assist in off-campus recruitment.  
E2. Department faculty are participating in the PDS initiative with the Cortland City School district  
E3. Department faculty have participated in PSM discussions |
| F. Promote diversity and internationalization within the department | F1. Actively seek applications from underrepresented groups in faculty searches  
F2. Provide opportunities for math majors who have had international experiences to share with their peers  
F3. Investigate opportunities to infuse diversity and international perspectives into the math curriculum (history of math, methods courses) | II, III, 3,4 | F1. Has occurred in every faculty search since 2000  
F2. Experiences could be shared in new seminar (subgoal C2)  
F3. History of math students have frequently made presentations on diversity at Scholar’s Day and during Sandwich seminars for Black History/Women’s History Months. |
| G. Promote research and scholarship among faculty and students | G1. Promote opportunities for student participation in regional mathematics conferences and in competitions  
G2. Recognize faculty efforts through DSI, personnel recommendations and scheduling considerations  
G2. Current practice.  

**Academic Affairs Strategic Plan Goals**  
I. Support and enhance academic excellence.  
II. To make Cortland a more culturally competent institution.  
III. To internationalize the campus  
IV. Support research & scholarship through sponsored activity

**SUNY Cortland Institutional Goals**  
1. Provide the supportive environment in which our students, faculty and staff can realize their potential and develop the skills, knowledge and flexibility needed in a changing world.  
2. Achieve national prominence in several programs of research and graduate study.  
3. Foster an international perspective in our teaching, research and service programs.  
4. Become a more inclusive and diverse campus.  
5. Become the leading partnership college within SUNY by increasing the number and quality of our student and faculty civic engagement initiatives within the community and the region.