

## Reference

This report presents the findings of an NSF-supported, statistically designed survey of the undergraduate mathematical sciences in the United States that was sponsored by the Conference Board of the Mathematical Sciences (CBMS) in fall 2010. It includes detailed studies of undergraduate mathematical sciences departments and programs in two- and four-year colleges and universities, and of statistics departments at all degree levels. Continuing the work of previous CBMS survey reports, this report gives data on enrollments, undergraduate degrees granted, faculty demographics, and pedagogical methods used in teaching some classes; it also presents information on a family of special topics suggested by various professional society committees. The special topics for fall 2010 included the mathematical education of pre-college teachers, practices in distance-learning courses, academic resources available for students, interdisciplinary courses in four-year mathematics departments, dual-enrollment courses (which are high school courses taught by high school teachers on high school campuses, for which students can receive both high school and college credit), the requirements of the national bachelors-degree curriculum for mathematics and statistics majors, availability of upper-level classes in four-year mathematics and statistics departments, post-graduation plans of graduates of four-year mathematics and statistics departments, and assessment in four-year mathematics and statistics departments.

Chapters 1 and 2 present integrated two- and four-year findings. Chapters 3, 4, and 5 concentrate on four-year mathematics and statistics departments, presenting findings by type of department (bachelors, masters, or doctoral), while chapters 6 and 7 present the only comprehensive national study of mathematics programs in two-year colleges.

ISBN 978-0-8218-9412-5



CBMSSURVEY/2010

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<http://www.cbmsweb.org/>

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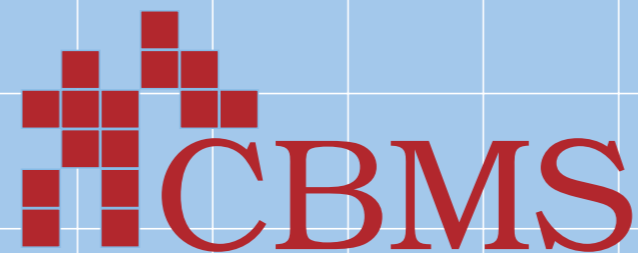
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Undergraduate Programs in the Mathematical Sciences in the United States

Fall 2010

CBMS Survey



Conference Board of the Mathematical Sciences

2010

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FALL 2010

Statistical  
Abstract of  
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in the  
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