

2009 MASTER PLAN/PROGRESS REPORT

Academic Program: Mathematics Education - Grades 6-12

Person Responsible : Karen D. Aucoin, Ph. D

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Mission: The purpose of the Mathematics Education Program is to provide graduates with a thorough understanding of mathematics and pedagogy and with practical skills in the professional competencies required of mathematics teachers, as well as to encourage critical thinking, effective communication, and service to the multicultural global community. Graduates will earn a Bachelor of Science in Mathematics Education and be certified and highly qualified to teach mathematics at the secondary level, grades 6-12, in the State of Louisiana.

Institutional Mission Reference: The Mathematics Education Program supports the university's mission by providing a baccalaureate curriculum designed to encourage graduates to 1) achieve maximum intellectual growth and love of learning, 2) cultivate the skills necessary for critical thinking and effective expression, 3) acquire a better understanding of the multicultural global community, and 4) develop a sense of ethical responsibility.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe:

Data Repository Location:

Assessment Coordinator

DMCS Office

Assessment Coordinator

Assessment Coordinator

Assessment Coordinator

Assessment Coordinator

Course Embedded Assessment

FEE III- Field Experience Evaluation- part of capstone portfolio

(Assessment of student teaching by cooperating teacher and university supervisor)

Professional Dispositions Qualities instrument

* Note: Each of these instruments uses a rating scale of 1 to 5.

Course Instructor

Assessment Coordinator

Assessment Coordinator

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Minimum 4.2 mean score* on indicators of final Field Experience Evaluation III (FEE III) that measure this outcome. INDICATORS: Content, Lesson Planning, Classroom Management, Assessment of Student Learning, and Technology</p>	<p>The mean score of the FEE III indicators aligned with this outcome for candidates completing this program in the 2008-2009 academic year are as follows: Content - 4.9 Lesson Planning – 4.5 Classroom Management – 4.6 Assessment of Student Learning – 4.6 Technology – 4.5</p>	<p>These results reveal a high degree of satisfaction with candidate performance in these areas. Raw data has not yet been received for content indicators. It is necessary to view raw data for the content indicators because these items can be rated NA in cases where the particular content strand is not applicable to the student teacher’s experience. Specific information is needed to identify the strands that are consistently receiving numerical ratings as well as the strands that need to be evaluated by other means.</p>
<p>Minimum .5 growth between scores on midterm and final FEE III indicators aligned with this outcome. INDICATORS: Content, Lesson Planning, Classroom Management, Assessment of Student Learning, and Technology</p>	<p>The mean growth score between the midterm and final FEE III indicators aligned with this outcome for candidates completing this program in the 2008-2009 academic year are as follows: Content - 0.1 Lesson Planning – 1.0 Classroom Management – 0.9 Assessment of Student Learning – 0.9 Technology – 1.0</p>	<p>This is the second year that a specific FEE III growth expectation has been established. The expected growth was achieved and exceeded this year for 4 of the 5 domains aligned with this outcome. This represents greater growth than was achieved in 2007-2008.</p>
<p>Minimum 80% percent of graduates pass Praxis II content exam(s) on first attempt.</p>	<p>The pass rate on the first attempt for the PRAXIS II content exam(0061) for 2008-2009 program completers was 66.7% However, the overall passing score average increased from 145 in 2007-2008 to 160.7 in 2008-2009. One student scored 187 and was recognized by ETS for exceptional achievement.</p>	<p>The increase in scores noted in column 2 provides strong evidence that the plan for improving Praxis II scores is working. This plan was implemented last year and includes the following components:</p> <ul style="list-style-type: none"> • Increase student awareness of the need for preparation for the exam prior to the first attempt through the advising process. • Increase availability of study sessions and resources. Candidates were encouraged to take practice tests in the testing center beginning in Spring 2008 and were given the opportunity again in Spring 2009. Those students who participated felt that this experience was helpful. • Encourage students to take advantage of opportunities to tutor lower division math classes and work in the mathematics lab in order to continually review lower level mathematics

		<p>while taking upper division courses.</p> <ul style="list-style-type: none"> Incorporate Praxis review into Math 307 (Foundations of Mathematics) and Math 406 (College Geometry), courses currently populated primarily by math education majors. <p>One additional component that has recently been added is called the Praxis II Scavenger Hunt. Candidates are directed to find selected problem types in practice test materials in order to prepare them to quickly recognize the context of problems on the actual test.</p>
Minimum 80% percent of graduates pass Praxis II PLT exam on first attempt.	The pass rate on the first attempt for the PRAXIS II PLT exam for 2008-2009 program completers was 100%	Advisors will continue to encourage candidates to take part in preparation workshops offered through the BCoE.
Minimum 4.2 mean score* on indicators from Senior Exit Survey (SES). INDICATORS: Planning, Management, and Teacher Education Training.	The mean score of the SES indicators aligned with this outcome for candidates completing this program in 2008-2009 academic year are as follows: Planning – 4 Management -4 Teacher Education Training – 3.5	This year the minimum mean of 4.2 was not met for these items from the Senior Exit Survey. One interpretation is that the candidates responding to the survey were not completely satisfied with the preparation provided in these areas. However, it is important to recognize that a rating of 4 is a very positive response. Candidate responses regarding preparation provided by field experiences prior to student teaching will also be examined as this item was rated lower than others.
Mean score at or above the 50 th percentile on the Major Fields Test in Mathematics	Scores on the Major Fields Test in Mathematics for candidates completing the program in the 2008-2009 academic year ranged from 123 to 175. The candidate scoring 175 ranked above the 80 th percentile. The remaining candidates scored below the 50 th percentile.	The data reveals that some of our students are successfully applying knowledge and thinking skills necessary to score well on this exam, while others lack the motivation required to perform well. There is currently no minimum score required for on this exam.
Mean Rating of 3.5* or higher on the NCTM process standards instrument administered in MATH 307	The mean scores on the NCTM process standards instrument for candidates completing the program in the 2008-2009 academic year ranged from 3.56 to 4.98.	Observation of student presentation of assigned problems was one of the primary components determining ratings on the NCTM process standards this year. Peer review exercises and presentations on the history of mathematics will be further developed as components of the course in Fall 2009.

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum 4.2 mean score* on indicators of final Field Experience Evaluation III (FEE III) that measure this outcome. INDICATOR: Dispositions	The mean score of the FEE III indicators aligned with this outcome for candidates completing this program in the 2008-2009 academic year is: Dispositions -4.5	The results indicate a high degree of satisfaction with candidate performance related to communication skills. Sub-indicators contributing to the overall rating for dispositions include the sub-indicator, “Uses correct oral and written English”. Others relate to communication between the candidate and students, parents, teachers, and supervisory personnel.
Minimum .5 growth between scores on midterm and final FEE III indicator aligned with this outcome. INDICATOR: Dispositions	The mean growth score between the midterm and final FEE III indicator aligned with this outcome for candidates completing this program in the 2008-2009 academic year is: Dispositions - 1.0	The expected growth was not only met but exceeded for this indicator this year.
Minimum 4.2 mean score* on indicators from Senior Exit Survey (SES). INDICATOR: Instruction	The mean score of the SES indicators aligned with this outcome for candidates completing this program in 2008-2009 academic year is: Instruction - 4.6	The data indicates a high degree of candidate satisfaction with preparation provided by the program for using effective communication skills in the area of instruction.
Minimum 4 raw score* on all indicators of Professional Dispositions Qualities instrument.	No data at this time.	Instrument will be fully implemented fall 2009.
Minimum 4.2 mean score* on final FEE III National Educational Technology Standards for Teachers items.	The mean score of the FEE III indicators aligned with this outcome for candidates completing this program in the 2008-2009 academic year is 4.5.	The results indicate a high degree of satisfaction with candidate performance related to use of technology to enhance communication within the classroom as well as in other aspects of professional practice.

Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum 4.2 mean score* on indicators of final Field Experience Evaluation III (FEE III) that measure this outcome. INDICATOR: Diversity	The mean score of the FEE III indicators aligned with this outcome for candidates completing this program in the 2008-2009 academic year is: Diversity – 4.6	The results indicate a high degree of satisfaction with candidate performance related to this outcome. In particular, the rating for diversity is based on sub-indicators related to recognizing and reducing discrimination, respecting all students, accommodating individual differences, and using culturally relevant materials.
Minimum .5 growth between score on midterm and score on FEE III indicators aligned with this outcome. INDICATORS: Diversity	The mean growth score between the Midterm and the Final FEE III indicator aligned with this outcome for candidates completing this program in the 2008-2009 academic year is: Diversity - 0.9	The expected growth was not only met but exceeded for this indicator this year.
Minimum 4 raw score* on all graduate follow-up survey items addressing preparation for working in diverse settings.	No data at this time.	Instrument under construction and will be piloted fall 2009.