

Goal Attainment Framework

B.S., Mathematics Education
Department of Mathematics

Academic Year 1996-97

May 18, 1998

Expected Outcome	Much Less Than Expected	Less Than Expected	Expected	More Than Expected	Much More Than Expected
% of graduates scoring above the 40th percentile on the ETS Major Field Achievement Test in Mathematics			80% Not Available		
% of graduates satisfied with their mathematics instruction, as indicated by the SLU Exit Survey			90%		
% of graduates who feel comfortable asking for letters of recommendation from at least three professors in the Mathematics Department as evidenced by the SLU Exit Survey			100%		
% of graduates who feel they were given opportunities and support for attending professional mathematics meetings while a student as evidenced by the SLU Exit Survey			80%		
% of graduates who have career employment or will be enrolled in graduate school as evidenced by the SLU Mathematics Post Exit Survey			60%		

Review of MFA Results for 1996-97 Academic Year

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The results of the 1996-97 assesment activities indicate some trends, but there is not enough data to make definitive statements with respect to most outcomes. There were only three majors who took the SLU Exit Survey, and no one took the ETS Major Field Achievement Test during the 1996-97 academic year. Steps have been taken to make participation in the Major Field Achievement Test a graduation requirement, and the department expects the number of mathematics majors will increase in the semesters to come.

One area of strength seems to be the quality of instruction. The percentage obtained here comes from question 4 in the SLU Exit Survey, which asks about the "Effectiveness of faculty as teachers," but this seems to be the most general question dealing with the quality of instruction. To more accurately reflect survey results, the corresponding expected outcome should be reworded.

The percentage of students who feel comfortable asking for letters of recommendation is definitely less than it should be. The Department of Mathematics needs to investigate the causes for such feeling among students and take action to reverse this situation.

Regarding opportunities and support given for attending professional meetings, the department needs to develop a plan for supporting student travel to professional meetings. This should include publicizing student travel funds when they are available.

The expected outcome for on career employment and/or graduate work may have to be reworked. Looking at the survey results, the students do not seem to have definite career or educational plans, and so having a position waiting for them after graduation does not seem to be a big concern. They have or are looking for temporary positions, or they might be considering graduate schools, but they have not been accepted anywhere. The student mindset in this regard should probably be investigated.