

Date: January 25, 2001

To: Danny Acosta, Mark Dugopolski, Lucyna Kabza, David Gurney, Rebecca Muller

From: David Gurney

Re: Assessment Committee Report

Major Field Test Review

After reviewing the Major Field Test in Mathematics, the Assessment Committee made the following recommendations.

- Keep using the Major Field Test in Mathematics.
- Send letters to our majors before they take the test. These letters would include 1) a description of the areas covered and the problem types, 2) a reminder that how well they perform on the test reflects on the Department of Mathematics which may in turn reflect on them as future graduates of this department, and 3) a suggestion that they could use a high score on the Major Field Test as further evidence of their academic distinction.
- Keep textbooks covering department courses on reserve in the library. Students could use these texts to help review for the Major Field Test, and as reference when they are taking other courses in following semesters.
- As the problems of the Major Field Test are geared more toward assessing concepts than the ability to apply formulas, encourage course instructors to include more concept-oriented problems on their tests and quizzes. (See attachment for examples.)
- Provide students with scores on the Major Field Test.

The Department of Mathematics Assessment Committee 2001-02 Report

The committee met on April 23, 2002 to see how well the department was meeting its goals as reflected in the Goal Attainment Frameworks for Mathematics Majors and Mathematics Education Majors. Danny Acosta, Mark Dugopolski, David Gurney, Lucy Kabza and Rebecca Muller were in attendance.

For Mathematics Majors, the results and recommendations were as follows.

57% of Mathematics Majors scored above the 40th percentile on the Major Field Achievement Test and the expected value was 80%. While disappointed with this result, the committee feels the best course of action is to wait a few years and see what kind of trend develops.

62.5% of graduates were satisfied with their mathematics instruction as indicated by item #7 of the SLU Exit Survey and the expected value was 90%. Again this outcome was lower than we would like, but the committee felt that we should wait a few years and see if any trends develop.

66.7% of graduates were comfortable asking for letters of recommendation from at least three faculty members as evidenced by item 37 in the SLU Exit Survey and this was less than the expected value of 100%. The committee suggests that faculty members add a note in their syllabi encouraging students to ask for letters of recommendations, and also advisors should tell their advisees to consider asking their mathematics instructors for letters of recommendation.

25% of graduates felt they were given opportunities and support for attending professional meetings as evidenced by item 38 in the SLU Exit Survey, and this was far below the expected value of 80%. The committee suggests developing a flyer for our majors which details the opportunities for traveling to meetings, doing research, presenting papers or participating in mathematics competitions. Opportunities for funding such as Oscar grants could be indicated in such a flyer, or advertised by flyers posted around the department.

We have no information on the percent of graduates who have career employment or are in graduate school because the Department of Mathematics never sent out a Post-Exit Survey. Danny Acosta volunteered to find out current educational or employment status for recent Mathematics graduates of the department.

The Goal Attainment Frameworks for Mathematics and Mathematics Education follow along with our recent review of the Major Field Assessment Test and Student Teacher Evaluations

For Mathematics Education Majors, the results and recommendations were as follows.

50% of Mathematics Majors scored above the 40th percentile on the Major Field Achievement Test and the expected value was 80%. While disappointed with this result, the committee feels the best course of action is to wait a few years and see what kind of trend develops.

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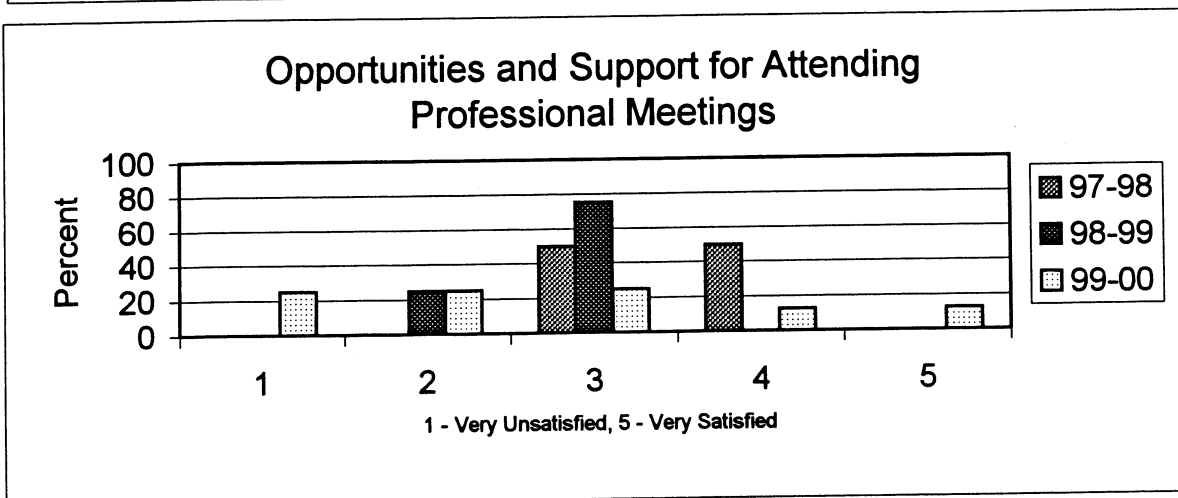
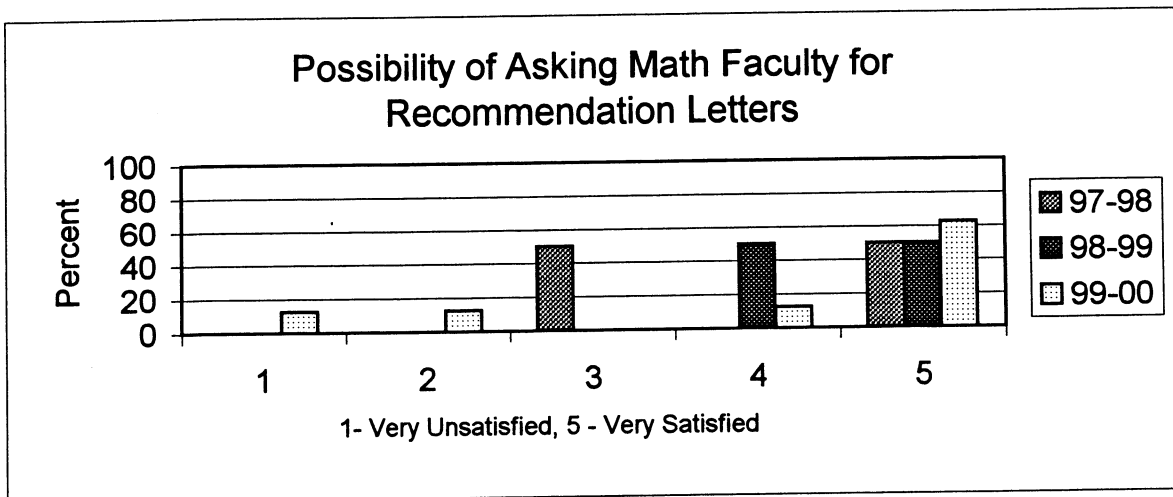
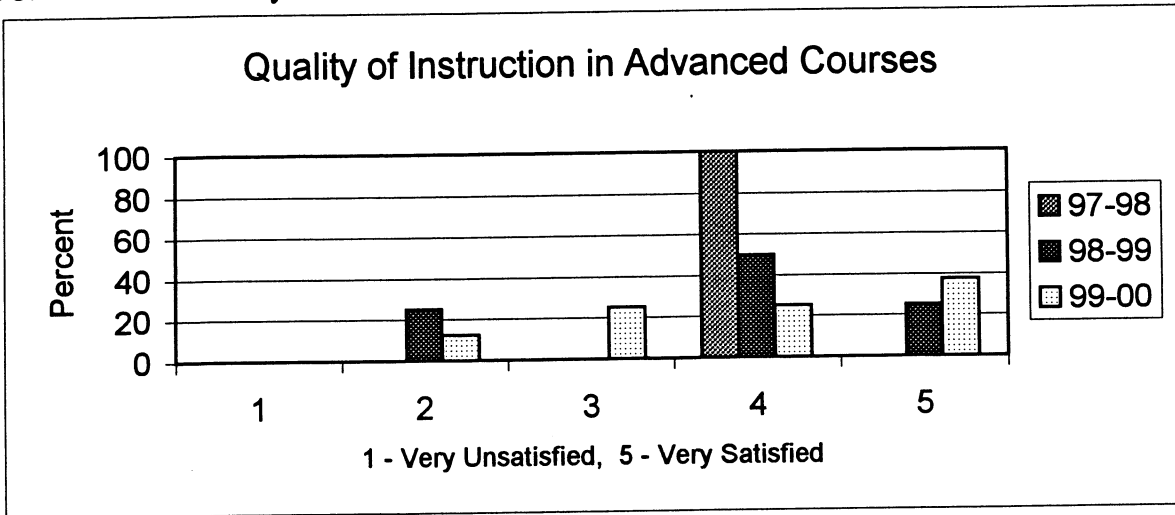
The most current results we have from the National Teacher's Exam come from 1997-98 when 100% of our Mathematics Majors passed the Mathematics portion of the exam. The committee feels that we should be receiving results from this exam on a more regular basis.

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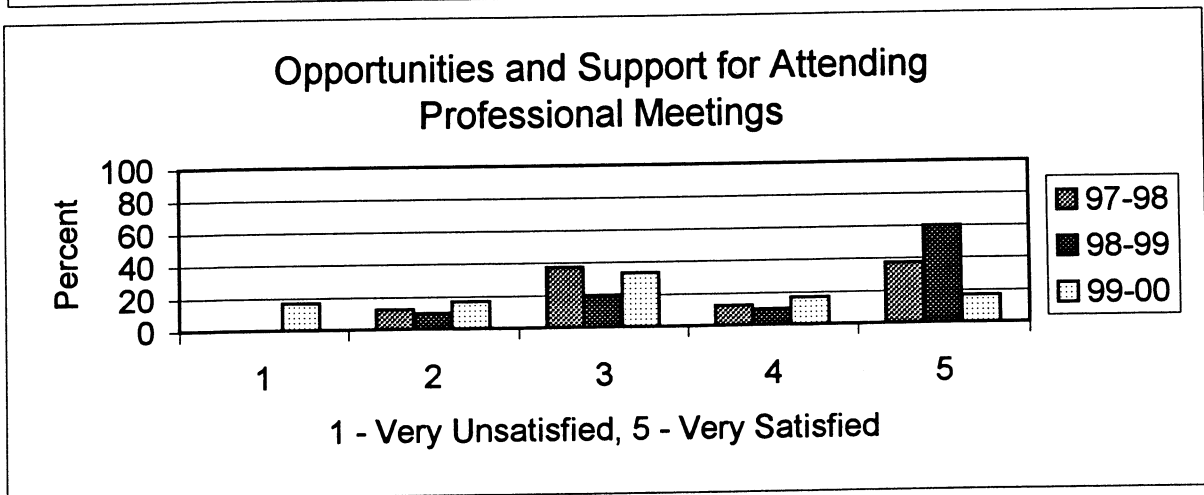
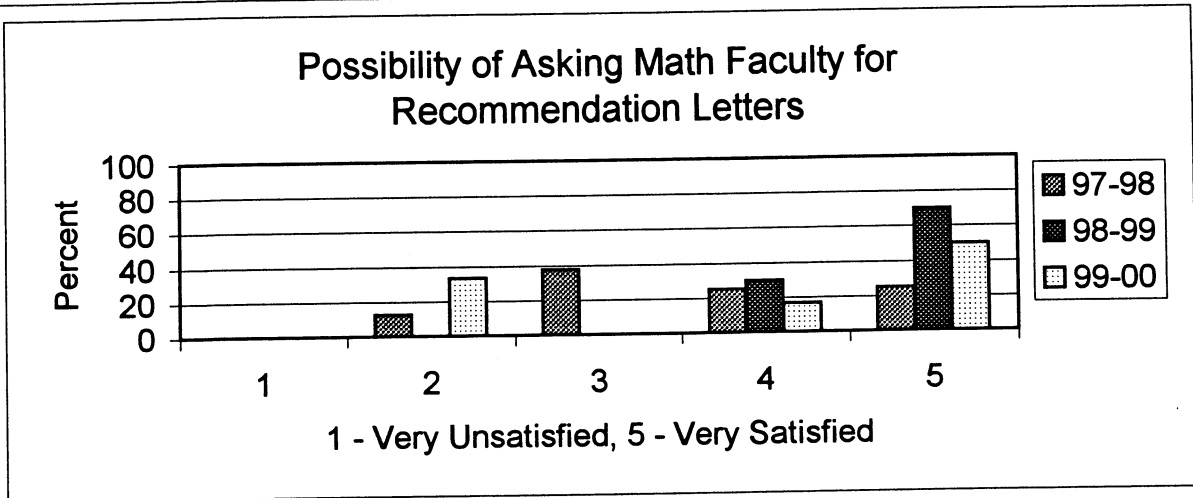
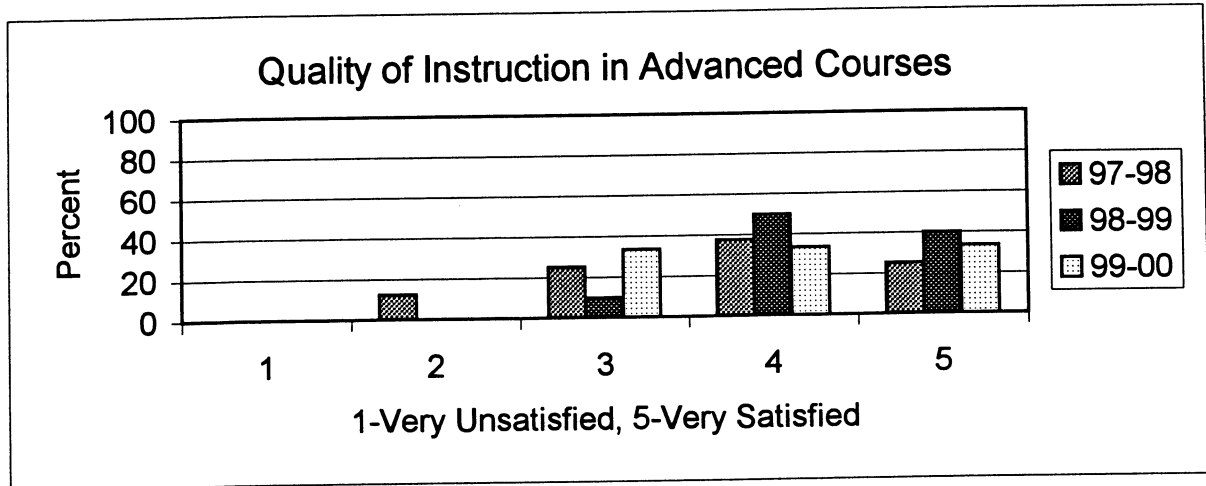
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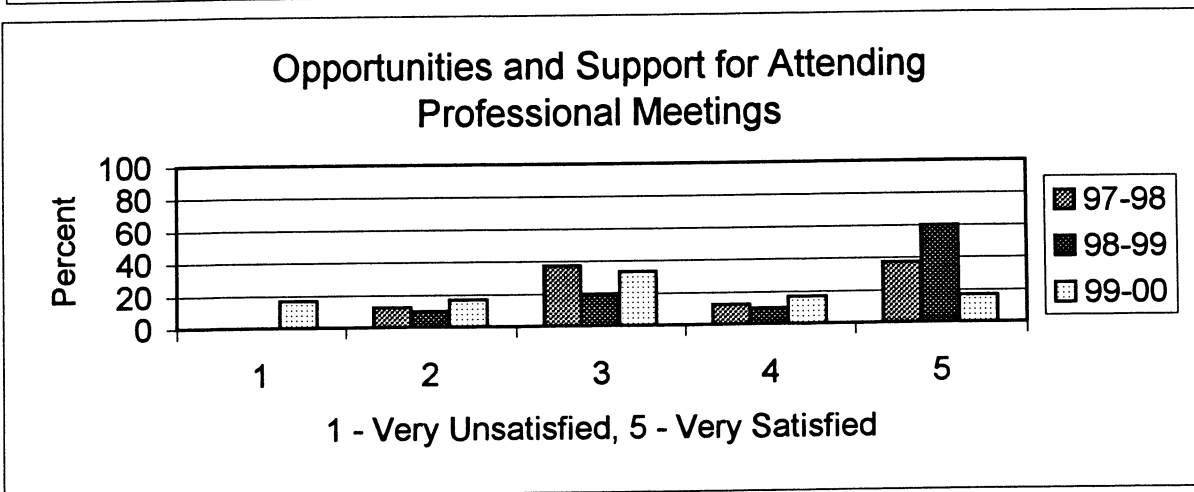
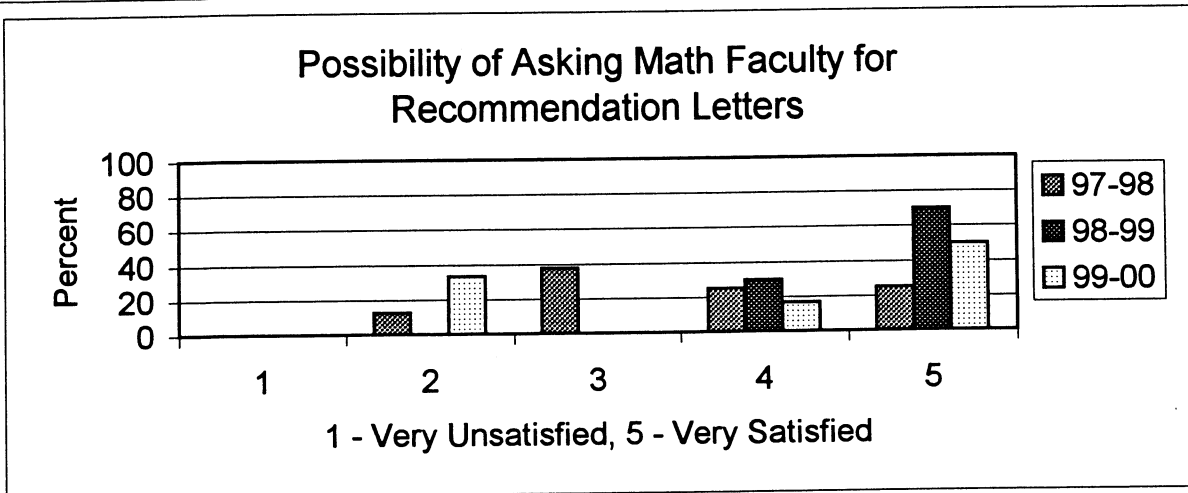
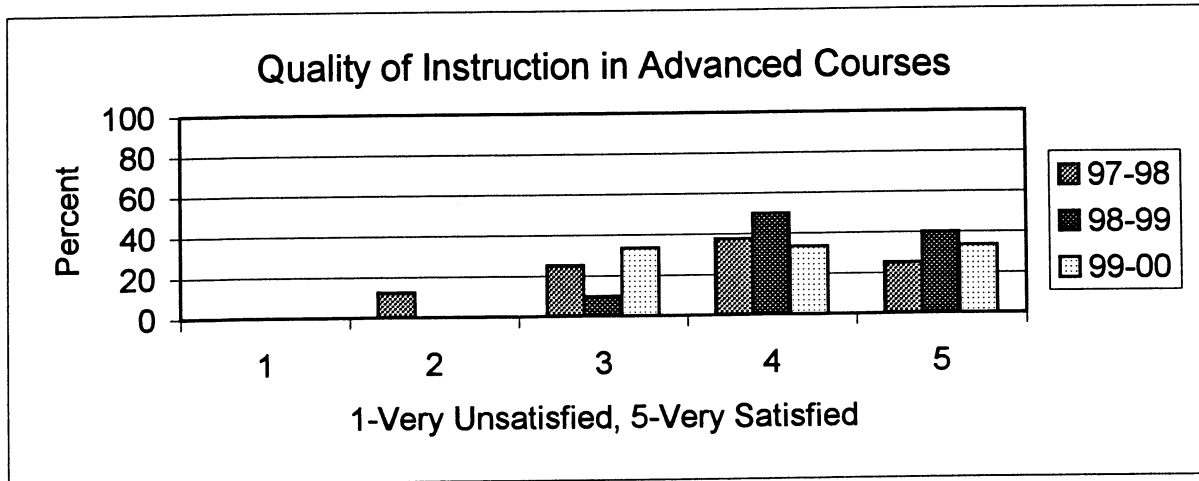
Southeastern Louisiana University
 Mathematics Majors
 Senior Exit Survey Results for Items #7, #37 & 38



Southeastern Louisiana University
 Mathematics Education Majors
 Senior Exit Survey Results for Items #7, #37 & #38



Southeastern Louisiana University
 Mathematics Education Majors
 Senior Exit Survey Results for Items #7, #37 & #38



GOAL ATTAINMENT FRAMEWORK

B.S., Mathematics
Department of Mathematics

Academic Year 2002-03

April 30, 2002

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		00-01 57%	80%		
% of graduates satisfied with their mathematics instruction, as indicated on the SLU Exit Survey. (Item #7)		99-00 62.5%	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. (Item #37)		99-00 66.7%	100%		
% of graduates who feel they were given opportunities and support for attending professional mathematics meetings while a student at SLU as evidenced by the SLU Exit Survey. (Item #38)	99-00 25%		80%		
% of graduates who have career employment or will be enrolled in graduate school as evidence by the SLU Mathematics Post Exit Survey.			60% Survey not given		

GOAL ATTAINMENT FRAMEWORK

B.S., Mathematics Education
Department of Mathematics

Academic Year 2002-03

April 30, 2002

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		00-01 50%	80%		
% of graduates satisfied with their mathematics instruction, as indicated on the SLU Exit Survey. (Item #7)		99-00 66.7%	90%		
% of graduates who pass the National Teachers Exam			97-98 100%		
% 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. (Item #37)		99-00 66.7%	100%		
% of graduates who feel they were given opportunities and support for attending professional mathematics meetings while a student at SLU as evidenced by the SLU Exit Survey. (Item #38)	99-00 33.4%		80%		
% of graduates who have career employment or will be enrolled in graduate school as evidence by the SLU Mathematics Post Exit Survey.			60% Survey not given		

Review of Results of Student Teacher Evaluations

Prepared by Danny Acosta - March 27, 2001

Data from annual student teacher evaluations, 1998-1999 and 1999-2000, was examined. This data was obtained from the Office of Institutional Research and Assessment at Southeastern Louisiana University, and allows a comparison of the performances of student teachers from math education/ math education alternative certification with performances of student teachers from the entire pool of specialties, which includes art education, art education alternative certification, biology, biology education alternative certification, business education, communication education, early intervention education alternative certification, elementary education, elementary education alternative certification, English education, English education alternative certification, family and consumer sciences, general science, instrumental music, kinesiology, kinesiology education alternative certification, math education, math education alternative certification, mild/moderate impairments, social studies teaching, social studies teaching alternative certification, and vocal music.

The cooperating teacher in the school completes a form for each student teacher with input from the university supervisor and the student teacher. The form consists of specific questions regarding skills. Numerical responses range from "1" to "4", with "1" meaning the student teacher has not developed or used this skill; "4" meaning the student teacher uses this skill consistently with a high degree of competence and confidence.

Data from 1998-1999 consisted of 320 student teachers. It is unknown how many were from math education and math education alternative education, but past and current data suggest about 8 and 2 respectively.

Data from 1999-2000 consisted of 302 student teachers. Six were from math education, two from math education alternative certification.

In the following table we summarize the data by merely showing whether the math education mean for a specific question was equal to (=), higher (+) than, or lower (-) than the mean for the entire population. A close examination of the will revealed that all means from the math education data were close to the corresponding means of the entire population. Thus, no areas of concerns arose from this study. Also, math competency was higher than the population mean for both years.

	1998-1999	1999-2000
Planning effectively 1	-	+
2	-	+
3	+	-
4	-	+
5	-	+
Effectively delivers instr. 1	-	-
2	-	+
3	+	+
4	-	-

5	+	-
6	+	=
7	-	-
8	-	=
9	+	-
10	-	-
11	-	=
12	-	-
13	-	+
14	-	+
15	+	-
16	+	-
17	-	-
18	+	+
19	-	-
20	NA	NA
Maintains classroom envir 1	-	+
2	-	-
3	-	+
4	-	-
5	-	+
6	-	-
7	-	+
8	-	-
Effectively assesses 1	-	+
2	-	-
3	+	+
4	+	+
5	+	-
6	-	-
Punctuality, reliability,... 1	-	-
2	-	-
3	+	-
4	+	+
5	+	+
6	+	+
7	=	=
8	-	=
9	+	-
10	+	-