

Third-Year Graduate Degree Program Review

Program: **Mathematics Education 6-12 (MAT)**
 Year Approved: **2005**

The Graduate School and the USF Tampa Graduate Council would like to ask you to complete this brief survey of your Graduate Program. This one-time survey, given to all recently approved graduate programs, will provide information about the program's standing and offers opportunities to showcase program's accomplishments in the first few years. Currently, no other mechanism is available to collect this type of information. The Graduate Council will prepare a brief report based on the survey, which will be circulated back to you and kept on file in the Graduate School. Thank you in advance for your assistance with this important project!

PART I: Program Metrics (pre-populated by Graduate School)
 (Optional comments regarding these numbers may be separately attached.)

Enrollment Statistics	Current Year (2011/2012)*	2010/2011	2009/2010	2008/2009
Applied (info center)	5	4	17	0
Admitted (info center)	3	1	9	0
Enrolled (info center)	3	0	5	0
Degrees Awarded (info center)	*	0	1	1
Time to Degree (if applicable) (info center mean)	*	-	3	1.42
Total program enrollment (SIF)	5	8	10	7
% students registered full time (SIF)	4	2	4	2
Graduate SCH (SIF) * not available in infocenter by program	57	43	64	41
Funded SCH Generated by Program	NOT AVAILABLE BY PROGRAM	----	----	----
Number of graduate faculty** (PROFESSOR, ASSOCIATE PROFESSOR, ASSISTANT PROFESSOR)	3	5	5	4
Student: Faculty Ratio (students per faculty)***				

*The current year 2011/2012 is not complete and spring data is not available in Infocenter. Academic year is summer, fall, spring.

**Information not available on Infocenter. Please provide a total number and then please attach a list of names, level (Full, Assoc., etc.), and research areas of these faculty

***Information not available on Infocenter. Please provide.

Faculty: (rank) Research Interests and notes

alphabetical order (covering all of the years of interest)

Austin, Richard A. (Associate Prof.)

Interests include the use of childrens' literature of initiate mathematics lessons, particularly at the middle grades level. The other area is the use of technology in teaching mathematics, particularly using graphing calculators and geometric exploration software. (current MAT advisor)

Gerretson, Helen (assistant, left in spring 2011 – was the advisor for MAT students)

Kersaint, Gladis (Prof) (left in Fall 2011 to become Interim Associate Dean for Research)

She is PI on the NOYCE grant that is supporting 3 current students in the program. Her interests include factors that the influence mathematics teacher education, teacher practices, access and opportunities for at-risk children, and technology for learning and teaching mathematics.

Thompson, Denisse R. (Prof) Her research interests include:

- Curriculum development and evaluation in mathematics education
- Use of literature in teaching mathematics
- Cultural perspectives in teaching mathematics, specifically books and videos
- Use of literacy in teaching mathematics
- Assessment in mathematics

Vomvoridi-Ivanovich, Eugenia (assistant prof)

Her research interests focus on mproving and advancing mathematics education for students historically underrepresented and undereducated in the field of mathematics and whose linguistic and cultural backgrounds have not traditionally been recognized as being resources for academic learning.

Part II: Annual Student Success Metrics (populated by the Program)
 (Optional comments regarding these numbers may be separately attached.)

	Current Year (2011/2012)	2010/2011	2009/2010	2008/2009
Professional Presentations by Students				
Student Publications/Creative Works				
Student Funding and Scholarships (including internal awards)	3 NOYCE			
Other				

Part III: Program Narrative

In a few sentences:

1. Note any programmatic changes since original approval or last review and why the changes were made (i.e. changes to degree requirements, courses, qualifying exams, theses etc).

None since 2007

2. Discuss diversity in your program and you are actively involved in promoting this initiative.

Diversity in student population can be looked at in two ways. First there are 2 African-American students, 1 Hispanic student and 2 Caucasian students currently in the program. These five also break down to 3 female students and 2 male students.

3. Discuss student "creative works" (publications per student, etc.) captured in Part II above.

There is nothing from the "creative works" area to report.

4. Discuss placement of your recent graduates (e.g., types of employment, admittance to other degree programs).

All of the graduates that I know about are teaching mathematics in schools in the greater Tampa area. Even those who started the program and dropped are teaching.

5. Identify qualities/metrics of applicants who prove to be successful in your program (e.g., REU experience, experience specific to your discipline, GRE performance).

The successful graduates all have strong mathematics undergraduate degrees. However, some students with strong mathematics degrees have started and dropped the program.

Comment succinctly on the following (e.g., 200 words max).

Based on the data in Part I, discuss current enrollment trends, graduation rates, time to graduation, and retention. Provide details on how the program is addressing each of these areas and will correct any deficiencies (i.e. low number of applicants, loss of students etc.)

Enrollment in the program continues to be small. Many applicants do not have the mathematics background to be admitted. There just do not seem to be many undergraduates from the Mathematics Department who decide to become teachers in their senior year or shortly after graduation. The NOYCE Grant is supporting 3 current students. Much of the advertising is connected with the NOYCE funding, with very little to show. That school boards have stopped paying "extra" for having a master's degree and will hire mathematics graduates without our program is beyond our control, but definitely an issue.

Identify three programs that are considered to be peers.

We do not know of other institutions that we consider peers. I have received feedback that other institutions which have received NOYCE grant funds are also experiencing a lack of qualified applicants in mathematics education.

Describe how the Program aligns with the strategic goals of USF.

Alignment with strategic goals of USF: This is definitely a STEM initiative. Further the program helps to make the community stronger by providing highly qualified mathematics teachers for the high schools in the area.

What are three program goals to be accomplished in the next 5 years?

1. Continue contacts with school systems to endorse the program for preparation of alternative certified teachers.
2. Continue grant funding opportunities to support students financially during their program of study.
3. Recruit a greater number of qualified students

Anything else you'd like to share?

I took over as the advisor for this program in the Fall of 2011 when the former advisor left USF. This program has had a difficult time attracting students with an undergraduate degree in mathematics who would like to both get a master's degree and become certified teachers in Florida. Even with the funding now available, we were not able to attract as many students as there was funding to support. There is only one qualified applicant for the next year, so far.

Program faculty members are acutely aware that this may not be a sustainable program on its own.