

Third-Year Graduate Degree Program Review

Program: **Math Ed (6-12) (MAT-TSM)**
 Year Approved: **2008**

The Office of Graduate Studies 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 Office of Graduate Studies. Thank you in advance for your assistance with this important project!

PART I: Program Metrics (pre-populated by the Office of Graduate Studies)

(Optional comments regarding these numbers may be separately attached.)

| Enrollment Statistics | Current Year (2013/2014)* | 2012/2013 | 2011/2012 | 2010/2011 |
|------------------------------------------------------------------------------------|---------------------------|-----------|-----------|-----------|
| Applied (SIF) | 13 | 11 | 22 | 4 |
| Admitted (SIF) | 4 | 4 | 5 | 1 |
| Enrolled (SIF) | 4 | 4 | 3 | 0 |
| Degrees Awarded (SIF)* | 1* | 2 | 0 | 0 |
| Time to Degree (if applicable) (info center mean) | * | 2 | 0 | 0 |
| Total program enrollment (SIF) | 6 | 7 | 6 | 3 |
| Number of graduate faculty** (PROFESSOR, ASSOCIATE PROFESSOR, ASSISTANT PROFESSOR) | 4 | 4 | 4 | 4 |
| Student: Faculty Ratio (students per faculty)*** | | | | |

* Degrees not yet awarded for spring 2014

**Information not available on Info-center. 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 Info-center. Please provide.

Austin, Richard A. (Associate Prof.) (retired in the end of Spring 2012)

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)

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

She is PI on the NOYCE grant that is supporting 2 current students in the program. Her interests include factors that 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- Ivanovic, Eugenia (assistant prof)

Her research interests include culturally responsive mathematics teacher education, the knowledge base and practices of mathematics teacher educators who make equity a priority in their practice, and culturally responsive mathematics learning contexts/curricula (current MAT advisor)

Ruthmae Sears (assistant prof) (joined Fall 2011)

Her research interests include the influence of technology on students' learning, curriculum issues, and reasoning and proof.

Samuel Eskelson (assistant prof) (joined Fall 2012)

His research focuses on teacher education and professional development and teacher practice.

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

| | Current Year (2013/2014) | 2012/2013 | 2011/2012 | 2010/2011 |
|--------------------------------------------------------------|-----------------------------|-----------|-----------|-----------|
| Professional Presentations by Students | | | | |
| Student Publications/Creative Works | | | | |
| Student Funding and Scholarships (including internal awards) | 1 NOYCE | 2 NOYCE | 2 NOYCE | |
| Other | | | | |

2014/2015: 2 NOYCE

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).

The course MAE: “Practicum in Math Ed” was added to the program so as to provide students with a field experience before doing their internship.

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

Our students come from diverse socioeconomic and cultural backgrounds. We also have students of both genders.

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

No “creative works” 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 the Tampa Bay area.

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 have a strong mathematics background and demonstrate the disposition (e.g. self-sufficiency, intellectual curiosity, reflective practice, and ongoing improvement) necessary of a professional in the field of education.

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. 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. 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 2 current students. Much of the advertising is connected with the NOYCE funding, with very little to show. We are currently working on applying for a new NOYCE grant and build more rigorous efforts into the grant.

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 two years ago when the former advisor left USF and I returned from parental leave. 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.