

2012-2013 M.A.E. in Mathematics Education Academic Assessment Plan

College of Education
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Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement*

Table of Contents

Academic Assessment Plan for M.A.E. in Mathematics Education	3
A. Mission	3
B. Student Learning Outcomes and Assessment Measures.....	3
C. Research.....	4
D. Assessment Timeline.....	5
E. Assessment Cycle	5
F. Measurement Tools	6
G. Assessment Oversight.....	6
Appendix 1: Rubric for Thesis or Project-in-Lieu of Thesis	7
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric.....	8
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued....	9

Academic Assessment Plan for M.A.E. in Mathematics Education

College of Education

A. Mission

In support of both the institutional and departmental mission, the aim of the Mathematics Education program is “to develop the knowledge, skills, and dispositions of future and current mathematics teachers from diverse backgrounds to address the societal and educational demands of our youth and communities,” and to, “...prepare educators who are capable of creating and maintaining supportive and productive classrooms for diverse student populations, working collaboratively with school personnel, families, and members of the community to develop innovative and alternative ways of educating all children, including those who present unique instructional and behavioral challenges.”

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will identify, describe, and explain current research on teaching and learning of mathematics.	Students will receive a satisfactory rating on the defense of the thesis or project in lieu of thesis as rated by the faculty members on the student’s MAE committee.	Campus
Skills	The student will investigate a significant problem or original question within the field of study.	Students will receive a satisfactory rating on the defense of the thesis or project in lieu of thesis as rated by the faculty members on the student’s MAE committee.	Campus
Professional Behavior	The students will critically evaluate their own effectiveness to plan future lessons and improve the teaching of all students over time.	Students will receive a satisfactory rating on the defense of the thesis or project in lieu of thesis as rated by the faculty members on the student’s MAE committee.	Campus

C. Research

Students in the M.A.E in Mathematics Education program are expected to complete a thesis or a project in lieu of a thesis in consultation with their major advisor and additional committee member. This project is designed to allow the student to select an area of interest related to the teaching and learning of mathematics as connected to the mission of the program. Students are expected to utilize research on the teaching and learning of mathematics to inform a project and then defend that project to their committee prior to graduation.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program: M.A.E. in Mathematics Education College: Education

Assessment	Assessment 1
SLOs	
Knowledge	
#1	Thesis/Project-in-lieu of Thesis (Final Semester Before Graduation)
Skills	
#2	Thesis/Project-in-lieu of Thesis (Final Semester Before Graduation)
Professional Behavior	
#3	Thesis/Project-in-lieu of Thesis (Final Semester Before Graduation)

E. Assessment Cycle

Program: M.A.E. in Mathematics Education College: Education

Analysis and Interpretation: Completed by September 30th as part of the Continuous Improvement Plan

Program Modifications: Completed by September 30th as part of the Continuous Improvement Plan

Dissemination: Changes to the program are disseminated by the end of the spring semester for the following fall semester

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
Thesis/Project-in-lieu of Thesis		X	X	X	X	X	X
Skills							
Thesis/Project-in-lieu of Thesis		X	X	X	X	X	X
Professional Behavior							
Thesis/Project-in-lieu of Thesis		X	X	X	X	X	X

F. Measurement Tools

A rubric is used to determine whether or not students successfully complete their thesis or project-in-lieu of thesis. This form is completed by each committee member prior to the thesis or project-in-lieu of thesis defense. (Appendix 1)

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Tim Jacobbe	School of Teaching and Learning	jacobbe@coe.ufl.edu	273-4232
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Rubric for Thesis or Project-in-Lieu of Thesis

Evaluation Criteria	Poor	Adequate	Excellent
Knowledge of Mathematical Content			
Knowledge of Skills Necessary to Teach Mathematics			
Critical Mindedness and Professionalism			

OVERALL ASSESSMENT:

PASS indicates:

- (a) Demonstrated competence in each component assessed by this reviewer
- (b) Satisfactory demonstration of depth and breadth of knowledge in the student's area of mathematical knowledge, pedagogical skills, and professional behavior.

PASS

FAIL

Reviewer's Signature _____ Date: _____

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			Comments
Component	Criterion	Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				