

Mathematics B.S.

Improvements Example 1:

In spring of this year, a 400-level elective course was added to support students in praxis preparation and math problem solving skills. Previous praxis previous exams and problems are used to help students respond and succeed in the testing environment. This course was added to address the low scores of students and as a result we hope to see improved scores in subsequent years.

Additionally, the program developed a new course, Math 375: Advanced Concept for Secondary Teachers - Functions and Modeling. This course endorses the spirit of the Monarch Teach program and is committed to work with the faculty in the College of Education to educate and produce the next generation of successful and energetic K-12 mathematics teachers. This course was also created to address the low scores of students and designed to give this track of students additional learning opportunities.

Improvements Example 2:

Based on faculty conversations and varied assessment scores in foundational math courses, the program implemented a policy of course coordination (established in 2015 – 2016). We maintained the important step toward providing our students instruction which is consistent across different sections of a same course and ultimately with the goal of improving student performance in math/stat classes. With this goal in mind, we addressed the issue of course coordination. We set a policy to empower each course coordinator with more responsibilities. In a nutshell, we agree that the course coordinator will provide a syllabus template, a pacing calendar, and a sample final exam. Sample homework assignments and sample tests may also be provided. Ranges may be set for the weighting of grade components, and guidelines may be furnished for the treatment of class participation, attendance, extra credit, and other factors. The sample final exam sets a baseline for the exam format, topics covered and overall level of difficulty. A grading rubric could be supplied with the test. Instructors should adhere closely to the framework provided. We agree that instructors must turn in copies of their final exams to their Course Coordinators, no later than the end of exam week. Course coordinators may also choose to collect quizzes, tests, midterms, and other materials during the course of the semester. Course coordinators will maintain regular communication with section instructors before and during the semester. Course coordinators should have access to student grades and other data associated with the sections they are coordinating.

