



Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: B.A. Mathematics w/ Teacher Licensure

Submitted By: Marshall Lassak

Email: mblassak@eiu.edu

Submission Date: October 6, 2023

Review Cycle:

- Even Year
- Odd Year**

Review Round and Instructions

- **Round A** (Associate Dean review): **Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.**
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
 - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
 - annual (or periodic) accreditation report submitted to agency
 - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data*
 - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report, in "Round B." **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Mathematics for Teacher Licensure Assessment Plan

Student Learning Outcomes (SLOs) for the Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Demonstrate appropriate knowledge of core mathematical content.
2. Demonstrate appropriate knowledge of mathematical processes.
3. Demonstrate the ability to plan for mathematical learning.
4. Demonstrate the ability to teach meaningful mathematics.
5. Demonstrate the ability to meaningfully impact the learning of students at the secondary level.

Data is reported for program completers: 2021 – 2022 (n = 5)
 2022 – 2023 (n = 3)

Overview of Measures/Instruments

<i>SLO(s)</i>	<i>Measures/Instruments</i>	<i>How is the information Used?</i>	<i>SLO correspondence to ULG</i>																																			
Demonstrate appropriate knowledge of core mathematical content.	<p>Course Grades: Grades from all required mathematics courses completed at Eastern are used as one measure of core content knowledge. Coursework is completed throughout the degree program.</p> <p>State Licensure Content Test: The state licensure content test provides an external measure across several content categories of student knowledge of core mathematical content. The state content test is usually completed prior to student teaching, but a continuing COVID accommodation currently allows for it to be</p>	<p>Course Grades: Note that these data set contains students who used university/state offered COVID accommodations that allowed for a grade of CR (credit). Transfer grades are not counted.</p> <p>2021-2022</p> <table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>CR</th> </tr> </thead> <tbody> <tr> <td>MAT 1441</td> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>MAT 2442</td> <td>2</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td>MAT 2443</td> <td>3</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>MAT 2550</td> <td>2</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>MAT 2800</td> <td>1</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>MAT 3271</td> <td>4</td> <td></td> <td>1</td> <td></td> </tr> </tbody> </table>		A	B	C	CR	MAT 1441	1				MAT 2442	2	1	1		MAT 2443	3			1	MAT 2550	2	1			MAT 2800	1	4			MAT 3271	4		1		C, Q
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	<p>completed after student teaching. The test must still be passed to obtain a teaching license.</p>	<table border="1" data-bbox="1039 345 1440 600"> <tr><td>MAT 3272</td><td>3</td><td>1</td><td>1</td><td></td></tr> <tr><td>MAT 3530</td><td>2</td><td>2</td><td></td><td>1</td></tr> <tr><td>MAT 3701</td><td>1</td><td>1</td><td>2</td><td>1</td></tr> <tr><td>MAT 4900</td><td>5</td><td></td><td></td><td></td></tr> <tr><td>MAT 2270</td><td>2</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>MAT 2400</td><td>4</td><td>1</td><td></td><td></td></tr> <tr><td>MAT 3400</td><td>3</td><td>2</td><td></td><td></td></tr> <tr><td>CSM 2170</td><td>2</td><td></td><td>1</td><td>2</td></tr> </table> <p data-bbox="1039 634 1157 659">2022-2023</p> <table border="1" data-bbox="1039 662 1440 1138"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>CR</th> </tr> </thead> <tbody> <tr><td>MAT 1441</td><td></td><td></td><td></td><td></td></tr> <tr><td>MAT 2442</td><td></td><td>1</td><td>1</td><td></td></tr> <tr><td>MAT 2443</td><td>1</td><td></td><td>1</td><td></td></tr> <tr><td>MAT 2550</td><td></td><td></td><td>1</td><td></td></tr> <tr><td>MAT 2800</td><td>1</td><td></td><td>1</td><td>1</td></tr> <tr><td>MAT 3271</td><td>1</td><td>2</td><td></td><td></td></tr> <tr><td>MAT 3272</td><td>2</td><td>1</td><td></td><td></td></tr> <tr><td>MAT 3530</td><td>1</td><td>2</td><td></td><td></td></tr> <tr><td>MAT 3701</td><td>2</td><td>1</td><td></td><td></td></tr> <tr><td>MAT 4900</td><td>3</td><td></td><td></td><td></td></tr> <tr><td>MAT 2270</td><td>1</td><td>2</td><td></td><td></td></tr> <tr><td>MAT 2400</td><td>1</td><td>2</td><td></td><td></td></tr> <tr><td>MAT 3400</td><td></td><td>3</td><td></td><td></td></tr> <tr><td>CSM 2170</td><td>2</td><td>1</td><td></td><td></td></tr> </tbody> </table> <p data-bbox="1039 1203 1381 1227">State Licensure Content Test:</p> <p data-bbox="1039 1235 1493 1325">2021-2022: 3 passed in one attempt 1 passed in two attempts 1 did not pass</p> <p data-bbox="1039 1357 1482 1382">2022-2023: 3 passed in one attempt</p>	MAT 3272	3	1	1		MAT 3530	2	2		1	MAT 3701	1	1	2	1	MAT 4900	5				MAT 2270	2	1	1	1	MAT 2400	4	1			MAT 3400	3	2			CSM 2170	2		1	2		A	B	C	CR	MAT 1441					MAT 2442		1	1		MAT 2443	1		1		MAT 2550			1		MAT 2800	1		1	1	MAT 3271	1	2			MAT 3272	2	1			MAT 3530	1	2			MAT 3701	2	1			MAT 4900	3				MAT 2270	1	2			MAT 2400	1	2			MAT 3400		3			CSM 2170	2	1			
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		<p>The grade data show that students reasonably know the content. The calculus sequence provides the most incomplete data as many students transfer in one or more of those courses. The foundations class (MAT 2800) shows that most students make the transition from applied notions of mathematics to theoretical perspectives well enough. The linear algebra through geometry sequence (MAT 2550, MAT 3271, MAT 3272) show that students slightly struggle but ultimately respond well and are able to learn the content needed. Remaining coursework (MAT 3530, MAT 3701, MAT 4900) show similar trends. The mathematics education classes (MAT 2270, 2400, and 3400) show students are reasonably prepared to provide their students with effective learning experiences and are proficient at the potential for using technology in both teaching and learning mathematics.</p> <p>Students appear to be reasonably prepared to pass the state content test. While the test provides a small measure of content assessment, it is a measure we have no control over how it is written or when students take the test. When a student does not pass, the Secondary Education coordinator in the department contact the student to make sure they are aware of the available free study materials.</p>	
<p>Demonstrate appropriate knowledge of mathematical processes.</p>	<p>Course Grades: All courses in the program at Eastern address to some varying degrees the mathematical process- problem solving, reasoning and communication, mathematical modeling.</p> <p>Math Teaching Portfolio: The portfolio is a way for program completers to reflect on the coursework they have taken. Coursework samples (from five different courses) are</p>	<p>Course Grades: See data and comments from a previous SLO.</p> <p>Math Teaching Portfolio:</p> <p>2021-2022: all candidates earned a rating of at least ‘meets criteria’ with most earning ‘exceeds criteria.’</p> <p>2022-2023: all candidates earned a rating of at least ‘meets criteria’ with most earning ‘exceeds criteria.’</p>	<p>C</p>

<i>SLO(s)</i>	<i>Measures/Instruments</i>	<i>How is the information Used?</i>	<i>SLO correspondence to ULG</i>
	<p>submitted along with a narrative that addresses different mathematical processes. The portfolio is submitted the semester prior to student teaching. A three-point rubric is used to assess the submission.</p>	<p>Candidates appear to be able to explain and recognize understand how they experienced the different mathematical processes in their coursework.</p>	
<p>Demonstrate the ability to plan for mathematical learning.</p>	<p>Peer Teaching Experience in MAT 3400 – Teaching Secondary Mathematics: Students are required to create a detailed lesson plan that they teach to the class and then reflect upon the experience. Part of the lesson planning process includes the completion of the Thinking Through a Lesson Protocol. This protocol is divided into pieces that are directly related to the lesson plan and implementation. The protocol contains questions that students must produce written answers to and then must share during a meeting with the instructor. The actual lesson plan written is assessed using a rubric and the actual implementation of the lesson has its own rubric. The rubric was revised twice during this assessment time frame. A rating of ‘Basic’ is the minimum rating to show that you have passed an observed or assessed criteria.</p> <p>Student Teaching Assessment: During the student teaching experience, a certified mathematics teacher serves as the cooperating teacher, mentor, and evaluator for the candidate. A supervisor (or supervisors) assigned by the College of Education from the Department of Student Teaching also evaluates the student teacher. The Student Teacher Evaluation Form is completed by the supervisor in consultation with the cooperating teacher at</p>	<p>Peer Teaching Experience in MAT 3400 – Teaching Secondary Mathematics:</p> <p>2021 – 2022: 3/5 students earned at least a ‘Basic’ rating or better in all assessed and observed categories for both lesson plan and lesson implementation. 1/5 students earned ratings below this for two categories. 1/5 students earned ratings below this in three categories.</p> <p>2022 – 2023: 3/3 students earned at least a ‘Basic’ rating or better in all assessed and observed categories for both lesson plan and lesson implementation.</p> <p>The processes of peer teaching is detailed and involved. While the assessment reveals students are essentially able to write and implement a lesson there are certainly some signs of struggle. It is also the case that for several candidates this is one of their first true teaching experiences. Experiences in the initial methods course (MAT 2400) should prepare candidates for this, but it is apparent additional work needs to be done. Another issue is that more students are taking MAT 3400 earlier and that is creating some developmental challenges regarding understanding pedagogy due to a lack of clinical experiences.</p> <p>Student Teaching Assessment:</p>	<p>C, W, S</p>

<i>SLO(s)</i>	<i>Measures/Instruments</i>	How is the information Used?	<i>SLO correspondence to ULG</i>
	<p>mid-term and again at the end of the student teaching experience. The data presented here is the end of experience evaluation data. The Student Teacher Evaluation Form is designed to measure the student teacher’s knowledge, skills and dispositions. Only 32 categories of the assessment focused on implementation of a lesson apply to our program. These measures are not content based but rather based on teaching in general. The Illinois Professional Teaching Standards (IPTS) serves as the overall categories that students are evaluated in during student teaching.</p>	<p>2021 – 2022: 5/5 candidates earned a rating of at least ‘meets criteria’ in all applicable categories.</p> <p>2022 – 2023: 3/3 candidates earned a rating of at least ‘meets criteria’ in all applicable categories.</p> <p>Ratings associated with the specified 32 elements for student teachers who are teaching mathematics provides evidence for pedagogical content knowledge. The judgment of the student teaching supervisor in these areas provide evidence for competency in planning and executing teaching strategies that are appropriate for meeting student needs in the mathematics classroom and the larger professional community. That said, this assessment provides the most tangential data for our program and may be modified regarding our use of it in the future. The categories are still a bit nebulous and are not specifically content focused.</p>	
<p>Demonstrate the ability to teach meaningful mathematics</p>	<p>Cooperating Teacher Candidate Evaluation: All program candidates must provide to their cooperating teacher(s) a copy of the evaluation created by the Department of Mathematics and Computer Science that serves as an evaluative instrument specifically to address various teaching and pedagogical elements. This survey allows the department gather granular level data on how the candidate met or did not meet these criteria. A rating of ‘competent’ or higher is the goal on the three-scale rating system. The survey was revised once during this assessment time frame.</p>	<p>Cooperating Teacher Candidate Evaluation:</p> <p>2021 – 2022: 5/5 candidates earned ratings of competent or better across all measured categories.</p> <p>2022 – 2023: 2/3 candidates earned ratings of competent or better across all measured categories. 1/3 candidates earned a rating lower than this in one measured category.</p> <p>Candidates seem to be able to differentiate instruction, choose effective tasks and implement effective lessons. Additionally, it appears candidates do well working with the cooperating teacher and others in the building/district in planning learning experiences. This data appears to be more useful in assessing our program than the more general Student Teaching Assessment and therefore may replace that one in the next report cycle.</p>	<p>C, W, S</p>

<i>SLO(s)</i>	<i>Measures/Instruments</i>	How is the information Used?	<i>SLO correspondence to ULG</i>
<p>Demonstrate the ability to meaningfully impact the learning of students at the secondary level.</p>	<p>Impact on Secondary Math Student Learning Assessment: The assessment to measure candidate impact on student mathematics learning requires that each student identify a learning segment within a unit of study for her/his class during student teaching and then provide details regarding planning, implementation, and assessment measures for that unit. Candidates have flexibility as to how they want to measure learning, but any measure must show gains in knowledge beyond memorization. The learning segment is also supported via video segments or direct observation by the secondary mathematics education coordinator in the department. As part of the submission, students submit a narrative describing the central focus of the learning segment and how they have planned this segment taking into account the needs of their students (both math and non-math specific). Students also must justify that they are implementing high cognitive demand tasks in the unit and are attempting to promote reasoning and sense making. Finally, students are required to use math specific tools and discuss how they used representations to further learning. Regarding the measures of assessment, candidates are asked to provide details on how they designed their assessment plan, collected data and then</p>	<p>2021 – 2022: 2/5 candidates earned a rating of ‘emerging’ or better across all measured categories. 1/5 candidates earned a rating below this in one measured category. 2/5 candidates earned a rating below this in more than one measured category.</p> <p>2022 – 2023: 3/3 candidates earned a rating of ‘emerging’ or better across all measured categories.</p> <p>The assessment shows that while candidates are mostly prepared to engage in student teaching, there is still some work to be done in key areas. Specifically, learning how to allow students chances to express positive dispositions towards mathematics is an area of work. Implementation of a high cognitive demand task and the chance to engage all students in reasoning and sense making need additional emphasis. On the other hand, it seems the work being done regarding questioning, use of tools, and representation is coming through in these experiences. Some of this work may need to be done with the consideration of the learning environment that does not exist in the traditional classroom.</p>	<p>C, W, Q</p>

Fall 2023

<i>SLO(s)</i>	<i>Measures/Instruments</i>	How is the information Used?	<i>SLO correspondence to ULG</i>
	ultimately analyzed that data to determine the outcomes of the learning segment. Details regarding types of assessment and reflections are also required. A rubric is used to assess each aspect of the narrative and provided evidence. A rating of 'emerging' or higher is the goal for the three scale rating system.		

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Fall 2023

I am including evidence to show that the program is nationally recognized by NCTM/CAEP. There is no letter, but I have included the first page of submitted report.

NATIONAL RECOGNITION REPORT Initial Preparation of Secondary Mathematics Teachers (2020 Standards)

National recognition of this program is dependent on the review of the program by representatives of the National Council of Teachers of Mathematics (NCTM).

COVER PAGE

Name of Institution

Eastern Illinois University

Date of Review

MM DD YYYY
02 / 01 / 2023

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Mathematics for Teacher Licensure

Grade Level⁽¹⁾

9-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

First Teaching License

Award or Degree Level

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

Improvements and Changes Based on Assessment

[INTENTIONALLY LEFT BLANK – FOR USE IN FUTURE YEARS]

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Departmental controlled assessments and rubrics are reviewed every academic year and revised as needed regarding clarity. In this assessment time frame, the mathematics teaching portfolio assessment was revised to better reflect the needed mathematical process and to allow for submission of coursework from non-content courses. The cooperating teacher survey was redesigned with a rubric that better allowed for rating observable actions. Further, the survey was renamed to “Cooperating Teacher Candidate Evaluation” to better reflect that this is an assessment tool. Finally, the edTPA was removed from our assessment tools. Over the past several years, this external assessment has not been required and moving forward the state has officially removed this assessment as a requirement for student teaching. In general, we have found that we get better and more targeted feedback using our “Impact on Secondary Math Student Learning Assessment” rather than the more general information edTPA provided.

As noted in the data tables, we most likely will eliminate the “Student Teaching Assessment” as a measure of outcomes relate to our program. We are finding the “Cooperating Teacher Candidate Evaluation” and the “Impact on Secondary Math Student Learning Assessment” provide more relevant information for us. We will continue to monitor that data from the “Student Teaching Assessment” but more in terms of general outcomes, rather than departmental specific ones.

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

As this data is for students who were coming out of or were completing work during COVID, we are hesitant to make too many conclusions or judgements. That said, we are working on making stronger connections between experiences and what is learned in MAT 2400 (the first methods course) and MAT 3400 (the second methods course). We may design an external assessment (much like the portfolio) that requires students to make specific connections between the two courses. Ideally, we would also like to have students use and implement what was learned about technology in MAT 2770 in the MAT 3400 class. However, with more students taking these classes concurrently, that may not be possible.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review

Fall 2023

Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
2022 (revised 2023)	NCTM/CAEP	Program is Nationally Recognized
Summer 2021	Marshall Lassak	Revisions as detailed earlier in the report.
Summer 2022	Marshall Lassak	No revisions as program was currently under NCTM/CAEP review.

CLAS Dean’s Comments

The BA in Mathematics Teacher Licensure program is accredited by the NCTM and the program continues to be nationally recognized and meets all SPA standards. SLOs are linked to SPA assessment requirements and the data indicate that program learning goals are either fully or partially met. As the report notes, data are being used to improve assessment procedures and also to inform decisions about program curriculum. Overall, the program continues to meet NCTM standards and we look forward to seeing the progress at the 4-year mark (2025).

Dean or designee: Michael Cornebise 

Date: 11/17/2023

Academic Affairs – Review & Feedback

B.A. Mathematics with Teacher Licensure (accredited)

The B.A. in Mathematics with Teacher Licensure program not only meets accreditation standards of the National Council of Teachers of Mathematics, but also demonstrates a strong willingness to adapt to the developing needs of students as they prepare to become mathematics teachers. This means that the program continuously checks its measures in order to identify “signs of struggle.” The program relies upon assessment data that proves useful (such as the math teaching portfolio), entertains the idea of replacing sources that are less useful (adopting the cooperating teacher evaluation instead of the student teaching assessment), and considers the consequences of students taking certain courses concurrently rather than in a more traditional sequence. The program demonstrates a thoughtful and effective approach to assessing student learning, evinced in such lines as “Implementation of a high cognitive demand task and the chance to engage all students in reasoning and sense making need additional emphasis.”



VPAA or designee **Dr. Suzie Park, Asst VPAA Interim**

4/2/24
Date