

# Mathematical Coursework and the CSET

Jorgen Berglund  
CSU, Chico



# Collaborators

Mike Lutz, CSUB; Jeanne Grier, CSUCI; Al Schaldeman, CSUC; Deandrea Murrey and John Wilkins, CSUDH; Irene Bangi and Phillip Duren, CSUEB; Carol Fry Bohlin, CSU, Fresno; David Pagni, CSU Fullerton; Dale Oliver, CSUH; Angelo Segalla, CSULB; Fredrich Uy, CSULA; Jean Mitchell, CSUM; Julie Gainsburg, CSUN; Scott Farrand, CSUS; Davida Fischman, CSUSB; Lisa Lamb, CSUSD; Imre Tuba, CSUSD-IV; Judy Kysh, SFSU; Kate Riley, CPSU-SLO; Joanne Becker, SJSU; Edie Mendez, SSU; Tom Abram, CSU-Stanilaus



# Research Question

What mathematical course work has been taken by people who pass the Mathematics CSET?



# Data Collection

- Data collected on student accepted into CSU credential programs for Fall 2010
- This allowed access to undergraduate transcripts
- This set of students is most likely not representative of the set of those who passed the Mathematics CSET
- Current data is from 13 CSU's

# Data Set

- 189 students for whom we had access to needed information
- 86 (46%) of which passed CSET to establish subject matter competence
- Of those, 48 (56%) passed all three (Full level) and 38 (44%) passed the first two (Foundational level)



# Initial Analysis: Full Level

For those who passed all three CSET's:

- 6 (13%) had no mathematics course beyond first semester calculus
- 18 (38%) had taken 2 semesters of calculus or more, but less than a minor
- 24 (50%) had the equivalent of a minor or a major in mathematics



## Initial Analysis: Foundational Level

For those who passed all three CSET's:

- 19 (50%) had no mathematics course beyond first semester calculus
- 16 (42%) had taken 2 semesters of calculus or more, but less than a minor
- 3 (8%) had the equivalent of a minor or a major in mathematics



## A Closer Look: Foundational Level

- What does it mean for someone to have no mathematics course beyond first semester calculus?
  - Student A: Business Administration Major Math course(s): Statistics of Business and Economy
  - Student B: Social Science Major Math course(s): Calc 1, GE Statistics
  - Student C: Physical Education Major Math course(s): College Algebra



# Questions and Next Steps

- What does this data tell us?
- What is the mathematics background of those who use the CSET to establish subject matter competence to add onto an existing credential?
- How does mathematical background relate to teaching effectiveness?



# Contact Information

Jorgen Berglund  
Department of Mathematics and Statistics  
CSU, Chico

[jjberglund@csuchico.edu](mailto:jjberglund@csuchico.edu)

(530) 898-5350