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Identification of Variables Associated with Student Outcomes on Praxis II Mathematics Content  
Exams at a South Central VA HBCU*. Preliminary report.

This study examined the outcomes of 20 pre-service teachers on the Praxis II math content exam, who were enrolled in the Central Virginia Undergraduate Mathematics Scholarship Program (CVUMSP) at a Southeastern HBCU. CVUMSP is a Phase 1, NSF Robert Noyce Grant project. CVUMSP has recruited, and prepared 24 undergraduate students to become future secondary math teachers. The passing of the required Praxis II Mathematics Content exam (P2) has presented itself as a major hurdle for these pre-service teachers, thus requiring a series of interventions to increase the passing rate for the (P2) Mathematics Content Exam. The data analysis of the mixed methodology research design was triangulated through the three primary data collection sources: Praxis Bootcamp (PBC) Reflections, Internship Praxis activities, and Researcher/Instructor Praxis-preparedness surveys / interviews. The study found three major categories of independent qualitative and quantitative variables: (a) Time Immersed in Mathematics (TIM), (b) Self Efficacy, and (c) Sociological, Technological, and Educational variables. It was found that those factors that were more directly related to test preparation were the most impactful, while those factors that related to physical and emotional wellness were less impactful. (Received September 25, 2018)