



Biology Education Annual Assessment 2018-19

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Annual Assessment 18-19

Biology Education

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Education Division of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our division believes both theory and applications should be the basis for our curriculum, and each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, we encourage our program completers to continue with professional development throughout their careers.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2017-18

3

Student Majors 2018-19

1

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

none

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

none

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

This semester the education program is excited to have 31 students enrolled in EDU 250, Foundations of Education, which serves as our introductory course. We see this as a potential to retain an increased number of students into the TEP. Continued attention is being given to students that are not meeting early benchmarks for success and being counseled into other programs earlier. We continue to support students through content tutoring and the development of a student education organization. Fifty students would be the optimal level for this program.

Is the Program Externally Accredited

Yes (selected)

No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

This program was just officially reaccredited by the Department of Elementary and Secondary Education on August 1st. We will be seeking Council for Accreditation of Educator Preparation (CAEP) in the fall of 2018. This will be the first time our undergraduate programs have attempted National Accreditation.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The education faculty has met with the admissions team and Kathy Groves to review marketing materials. In addition, the graphic design team at WWU is working with education faculty to update the bulletin boards on the third floor. These new boards will contain university marketing images and will be a major update. Two banners have also been ordered. One area for improvement is an increase in marketing our early childhood certification and master's in 5 program.

Marketing Material

~NA

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
EDU-MTS.1	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
EDU-MTS.2	The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
EDU-MTS.3	The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
EDU-MTS.4	The teacher uses a variety of instructional strategies and resources to encourage students
EDU-MTS.5	The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
EDU-MTS.6	The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
EDU-MTS.7	The teacher understands and uses formative and summative assessment strategies to assess the learner
EDU-MTS.8	The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
EDU-MTS.9	The teacher has effective working relationships with students, parents, school colleagues, and community members.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

EDU 201: Multicultural Education aligns with the GE Cluster Society & the Individual: *Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.*

The following program objectives match the GE Cluster Society and the Individual

MO-SPE-TC.2C6

MO-SPE-TC.6C2

EDU 341: Teaching Mathematics aligns with the GE Cluster Quantitative Inquiry: *Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.*

The following program objectives match the GE Cluster Quantitative Inquiry
 MO-SPE-TC.4
 GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

BIO EDU

	BIO 418	EDU 201	EDU 211	EDU 231	EDU 250	EDU 453	EDU 291	EDU 395	EDU 492
EDU-MTS.1 The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.	M				I		R, A	R, A	M
EDU-MTS.2 The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.					I		R, A	R, A	M
EDU-MTS.3 The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.					I		R, A	R, A	M
EDU-MTS.4 The teacher uses a variety of instructional strategies and resources to encourage students					I		R, A	R, A	M
EDU-MTS.5 The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.					I		R, A	R, A	M
EDU-MTS.6 The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.					I		R, A	R, A	M
EDU-MTS.7 The teacher understands and uses formative and summative assessment strategies to assess the learner					I		R, A	R, A	M
EDU-MTS.8 The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.					I		R, A	R, A	M
EDU-MTS.9 The teacher has effective working relationships with students, parents, school colleagues, and community members.					I		R, A	R, A	M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for BIO EDU

~NA

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

~NA

Improvement Narrative List

~NA

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Assessment Rubric

Annual Assessment Rubric 2018

19.000 pts 45.24%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p><input checked="" type="checkbox"/> N/A</p>

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. 	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options 	<p>The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. 	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. 	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				