



E-Mints Education Annual Assessment 17-18

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Annual Assessment 17-18

Education e-Mints Certification

Program Profile

Program Mission Statement

Please insert your program mission statement here

The purpose of the eMINTS certification is to allow students the opportunity to achieve a certificaiton in a technology enhanced field that would help them increase their employability in the field as well as give them an opportunity to learn more about constructivist approaches to teaching and the ability to infuse technology into their teaching on a daily basis.

Program Data

Delivery Method

Traditional On Campus

Online

Hybrid (selected)

	Minors	Majors
2016-2017	0	6
2017-2018	0	

*this program was not tracked as an active code for students to register as this code. This information must be kept internally within the Education program.

Concentrations 2016-17

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

Concentrations 2017-18

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

Student Demographics

Program goals for student retention, persistence and degree completion are? 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 program was started in 2012 by Dr. Roger Wen and all staff at the time were trained by eMINTS. The total amount paid to train the entire staff amounted to 60,000 dollars. From 2012 to 2016, not one student was ever recommended to eMINTS for national certification. The chair of education wanted to eliminate this problem and tasked the program to Amanda Hanks, who worked with the same program at Lincoln University. Last year six students were enrolled in the capstone course of EDU 411 and 5 students passed the national certificaiton assessment, making them the first in WWU

history. I call them the 10,000 dollar kids, which is ironic because only 2 of the teachers of the 6 that were initially trained remain. The numbers for this program will continue to hover around 4-8 anticipated and our mark has been to have 80% of the students pass the assessment in the first attempt. We are using this also to satisfy CAEP requirements in standard 1.6 and its interweaving theme of technology, as the coursework is imbedded in major courses throughout.

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?

eMINTS National organization

<http://emints.org/> Jennifer Kuehnley is the director for Higher Education

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
CAEP.1	CANDIDATES DEMONSTRATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS FOR EFFECTIVE WORK IN SCHOOLS.
CAEP.1.4	use technology to enhance their teaching, classroom management, communications with families and assessment of student learning.

EDU.1	Classroom Collaboration-Teacher establishes a classroom where students work effectively in teams.
EDU.2	Learning Environment - Teacher fosters interpersonal, non-cognitive skill development and an atmosphere of safety so individuals feel comfortable taking risks and are willing to share ideas and experiences.
EDU.3	Professional Practice/Teacher Continuously improves professional practice and engages in lifelong learning in order to improve teaching and learning.
EDU.4	Inquiry and Innovation/Teacher promotes discovery, creativity, inventiveness and innovation.
EDU.5	Questioning/Teacher creates a classroom environment where questioning promotes critical thinking and inquiry.
EDU.6	Knowledge Construction/Teacher cultivates complex thinking and knowledge construction.

EDU.7	Self-Directed Learners/Teacher equips students to become self-directed learners.
EDU.8	Assessment/Teacher uses varied assessments (formative and summative) aligned to standards.
EDU.9	Instructional Decision-Making/Teacher makes instructional decisions based on data from formative and summative assessments.
EDU.10	Learning Outcomes/Teacher provides multiple opportunities for students to demonstrate learning of standards and outcomes.
EDU.11	Diverse Learners/The teacher's day-to-day practices address the diverse needs and characteristics of all learners.
EDU.12	Authentic Lessons/Teacher constructs authentic, engaging, student-centered units of study based on standards.
EDU.13	Collaboration/Teacher cultivates global collaborations and creates opportunities for safe interactions with others outside the classroom.
EDU.14	Seamless Technology Integration/Teacher develops a learning environment where technology is seamlessly integrated into classroom as a fundamental tool for learning.
EDU.15	Digital Citizenship/Teacher prepares students to be digital citizens by modeling and teaching appropriate, responsible behavior with regard to technology use.
EDU.16	Information and Media Literacy/Teacher prepares students to become information and media literate.

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.

None, this is a supplementary program that is NOT required.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

eMINTS crosswalk

EDU.15 Digital Citizenship/Teacher prepares students to be digital citizens by modeling and teaching appropriate, responsible behavior with regard to technology use.									
EDU.16 Information and Media Literacy/Teacher prepares students to become information and media literate.									

Assessment Findings

Assessment Findings for the Assessment Measure level for eMINTS crosswalk

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.

Improvement Narrative List

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 (selected)

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.

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.

Annual Assessment Rubric

3.000 pts 50.00%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	<u>N/A</u>
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> ✓ • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> ✓ • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> ✓ • Program learning objectives are not clear or measurable 	✓ N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> ✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> ✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> ✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> ✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	✓ N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> ✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> ✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> ✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> ✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	✓ N/A
Comment:	There is some discussion if this needs a report on its own or if it is just an added component that students can add to their degree. The education faculty are discussing the future of this program and what we are doing with it. There has been a complete turnover of faculty in the Education program so the restructuring left E-Mints as an odd program without a leader.				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> ✓ • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A • Program recently started or too few graduates to suggest any changes. 	✓ N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> ✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> ✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> ✓ • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> ✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	✓ N/A
Comment:					