



Education Core Annual Assessment 2017-18

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Annual Assessment 17-18

Education Core

Program Profile

Program Mission Statement

Please insert your program mission statement here

The mission of this Educational Core is to be able to create a bridge between the 9 Missouri Teacher Standards and internal/external assessments that are being used by the Educator Preparation Program. This system is being designed to capture data on when students are being taught this information, how well they are progressing through the program in relation to the standards, and then compare that information to their exit assessments that are used for multiple reports from the state.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	2017-2018	2016-2017
Majors	84	103
Minors	18	16

Concentrations 2016-17

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

The Education Program consists of 12 distinct paths to certification, with 10 in 6-12 education, elementary, and special education. The main core of students resides in elementary and special education, as well as physical education.

Concentrations 2017-18

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

The Education Program consists of 12 distinct paths to certification, with 10 in 6-12 education, elementary, and special education. The main core of students resides in elementary and special education, as well as physical education. Specific information can be found in the assessment data worksheet attached on the evidence page.

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?

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?

DESE

Pursuing CAEP certification - visit Fall 2018

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.1.1	Content knowledge and academic language
EDU-MTS.1.2	Student engagement in subject matter
EDU-MTS.2.4	Differentiated lesson design
EDU-MTS.2.6	Language, culture, family and knowledge of community values
EDU-MTS.3.1	Implementation of curriculum standards
EDU-MTS.3.2	Lessons for diverse learners
EDU-MTS.4.1	Instructional strategies leading to student engagement in problem-solving and critical thinking
EDU-MTS.5.1	Classroom management techniques
EDU-MTS.5.2	Management of time, space, transitions, and activities
EDU-MTS.5.3	Classroom, school and community culture
EDU-MTS.6.1	Verbal and nonverbal communication
EDU-MTS.7.1	Effective use of assessments
EDU-MTS.7.2	Assessment data to improve learning
EDU-MTS.7.3	Student-led assessment strategies
EDU-MTS.7.5	Communication of student progress and maintaining records

EDU-MTS.8.1	Self-assessment and improvement
EDU-MTS.9.1	Induction and collegial activities
EDU-MTS.9.3	Cooperative partnerships in support of student learning

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.

Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education Program at WWU. Each section of this assessment aligns to General Education Coursework that students must complete. Each area has a cutscore that is established by the University for these four areas. Correlational study of ACT scores and MoGEA scores has determined those with lower ACT scores score lower on the MoGEA. Based on this information, practice tests and MoGEA data are used to identify struggling students early, provide them support in these areas, and then track them more substantially through the program. This is a DESE requirement that assesses proficiency in skills learned in general education classes specifically in these areas:

MoGEA SubTest	General Education Course Covering Content
Writing	ENG 101 and 102
Mathematics	MAT 114 and 231 (elementary, middle, SPED only)
Social Science/Science	LGS 105, HIS 101 or 102, HIS 103 or 104, SCI 130/131 or BIO 105/106, Critical Thinking course
Reading Comprehension	Students take courses in Meaning, Value, and Critical Thinking in order to achieve this goal.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Curriculum Map for Core

	EDU 201	EDU 211	EDU 231	EDU 250	EDU 291	EDU 392	EDU 395	EDU 422
EDU-MTS.1.1 Content knowledge and academic language					A, I		A, R	
EDU-MTS.1.2 Student engagement in subject matter					A, I		A, R	
EDU-MTS.2.4 Differentiated lesson design					A, I		A, R	
EDU-MTS.2.6 Language, culture, family and knowledge of community values					A, I		A, R	
EDU-MTS.3.2 Lessons for diverse learners					A, I		A, R	
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking					A, I		A, R	
EDU-MTS.5.1 Classroom management techniques					A, I		A, R	
EDU-MTS.5.2 Management of time, space, transitions, and activities					A, I		A, R	
EDU-MTS.5.3 Classroom, school and community culture					A, I		A, R	
EDU-MTS.6.1 Verbal and nonverbal communication					A, I		A, R	
EDU-MTS.7.1 Effective use of assessments					A, I		A, R	
EDU-MTS.7.2 Assessment data to improve learning					A, I		A, R	
EDU-MTS.7.3 Student-led assessment strategies					A, I		A, R	
EDU-MTS.7.5 Communication of student progress and maintaining records					A, I		A, R	
EDU-MTS.8.1 Self-assessment and improvement					A, I		A, R	
EDU-MTS.9.1 Induction and collegial activities					A, I		A, R	
EDU-MTS.9.3 Cooperative partnerships in support of student learning					A, I		A, R	

	EDU 441	EDU 453	EDU 492	EDU 493	EDU 495	EDU 499	PSY 221	PSY 226
EDU-MTS.1.1 Content knowledge and academic language			M, A					
EDU-MTS.1.2 Student engagement in subject matter			M, A					
EDU-MTS.2.4 Differentiated lesson design			M, A					
EDU-MTS.2.6 Language, culture, family and knowledge of community values			M, A					
EDU-MTS.3.2 Lessons for diverse learners			M, A					
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking			M, A					
EDU-MTS.5.1 Classroom management techniques			M, A					
EDU-MTS.5.2 Management of time, space, transitions, and activities			M, A					
EDU-MTS.5.3 Classroom, school and community culture			M, A					
EDU-MTS.6.1 Verbal and nonverbal communication			M, A					
EDU-MTS.7.1 Effective use of assessments			M, A					
EDU-MTS.7.2 Assessment data to improve learning			M, A					
EDU-MTS.7.3 Student-led assessment strategies			M, A					
EDU-MTS.7.5 Communication of student progress and maintaining records			M, A					
EDU-MTS.8.1 Self-assessment and improvement			M, A					
EDU-MTS.9.1 Induction and collegial activities			M, A					
EDU-MTS.9.3 Cooperative partnerships in support of student learning			M, A					

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map for Core

Standard/Outcome EDU-MTS.1.1 Content knowledge and academic language				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			
Standard/Outcome EDU-MTS.1.2 Student engagement in subject matter				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet?			

	Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet?
Not met

Standard/Outcome
EDU-MTS.2.4 Differentiated lesson design

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome
EDU-MTS.2.6 Language, culture, family and knowledge of community values

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet?			

	Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.3.2 Lessons for diverse learners				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking				
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Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome

EDU-MTS.5.1 Classroom management techniques

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			
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Standard/Outcome EDU-MTS.5.2 Management of time, space, transitions, and activities				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.5.3 Classroom, school and community culture				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
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EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.6.1 Verbal and nonverbal communication
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Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.7.1 Effective use of assessments
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Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
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EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.7.2 Assessment data to improve learning				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.7.3 Student-led assessment strategies				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
Edu 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			
Standard/Outcome EDU-MTS.7.5 Communication of student progress and maintaining records				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.8.1 Self-assessment and improvement				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.9.1 Induction and collegial activities				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

Standard/Outcome EDU-MTS.9.3 Cooperative partnerships in support of student learning				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 1.0/4.0 for each criterion. been met yet? Not met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 2.0/4.0 for each criterion. been met yet? Not met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn a minimum of a score of 3.0/4.0 for each criterion. been met yet? Not met			

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

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

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.

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 4.000 pts 26.67%				
	 Assessment Reflects Best Practices	 Assessment Meets the Expectations of the University	 Assessment Needs Development	 Assessment is Inadequate
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
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.
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.
Comment:	<p>There are no assessments identified within the Art Education program. There is minimal work completed on the ArtEducation report overall. Coordination with ArtFaculty needs to happen to ensure that data is collected on Education and content specialty courses.</p>			
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.
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
Comment:				