

# Annual Assessment Report

Educational Studies

Faculty Responsible for the Report

# Annual Assessment Report

## Program Profile

|                                     | 2013-2014  | 2014-2015 |
|-------------------------------------|--|-----------|
| Majors (total, majors 1,2,3)        | 7<br>1 Psychology (Double Major)   | 10        |
| Minors                              | 1 Student with Sports Mgmt. minor  | 1         |
| Concentrations (Add Rows if needed) | 0 (Ed. Studies Students from what shows in Jenzebar does not indicate a concentration) | 0         |
| Full Time Faculty                   | 8  | 8         |
| Part Time Faculty                   | 3  | 2         |

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.

\*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

## Program Delivery (HLC 3A3)

Traditional on-campus \_\_\_7\_\_\_

Online Program \_\_\_0\_\_\_

Evening Cohort \_\_\_1\_\_\_

## Analysis:

Program goals for student retention, persistence and degree completion are? Consider the students' "time to degree." Does the actual time to degree fit and reflect the program's expected and advertised time? If not, are there ways to align the two?

Currently this is a program that we do not actively recruit students for and they do not come to the university seeking this degree. This degree has been for students who for one reason or the other has been unable to complete the certification requirements by the Department of Elementary and Secondary Education. Students transfer into this program and complete the program requirements as a way to close out their degree plan and graduate.

### Outside Accreditation:

Is your program accredited by outside accreditor? If "yes", name the accrediting agency and include the cycle for accreditation review.

**Our programs received approval to offer them from the Department of Elementary and Secondary Education. We are not accredited by an outside agency.**

Is accreditation available for your program? Accreditation is available through NCATE/CAEP.

Are you making strides to attain accreditation? If no, why not? **We have never sought accreditation based on resources, manpower, and concern of their requirements and control over EPP's to gain accreditation. We have discussed it in the past and the consensus has usually remained that we do not seek further accreditation because of this.**

### Program Action Items

|                     |   |
|---------------------|---|
| Action Item 1:      | Review Course Catalogue Description   |
| Action steps:       | As we are analyzing syllabi for each program given new DESE requirements; course catalogue descriptions will be updated as needed.  |
| Timeline            | 1 year approximate timeframe; however, it could be shorter or quicker depending upon DESE certification changes ongoing for possibly several years.....this may be a continuous process until DESE is settled with the changes. |
| Faculty Responsible | All faculty   |
| Evaluation          | Successful completion of 100% of all course descriptions checked and updated as needed.   |

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| Action Item 2:      | Review All Course Perquisites.  |
| Action steps:       | As we are analyzing syllabi, review course prerequisites.   |
| Timeline            | 1 year approximate timeframe; however, it could be shorter or quicker depending upon DESE certification changes ongoing for possibly several years.....this may be a continuous process until DESE is settled with the changes. |
| Faculty Responsible | All faculty   |
| Evaluation          | Successful completion of reviewing 100% of course prerequisites which will begin in the Fall, 2015.   |

### Program Objectives: (from most recent Assessment Plan)

- Objective 1. Content knowledge and perspectives aligned with appropriate instruction.
- Objective 2. Understanding and encouraging student learning, growth, and development.
- Objective 3. Implementing the curriculum.
- Objective 4. Teach critical thinking.
- Objective 5. Creating a positive classroom learning environment.
- Objective 6. Utilizing effective communication.
- Objective 7. Use of student assessment data to analyze and modify instruction.
- Objective 8. Professional practice.
- Objective 9. Professional collaboration.

### Program Objectives Matrix (from most recent Assessment Plan)

|        | Obj. 1 | Obj. 2 | Obj. 3 | Obj. 4 | Obj. 5 | Obj. 6 | Obj. 7 | Obj. 8 | Obj. 9 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| EDU201 | I      |        | A      |        |        |        |        |        |        |
| EDU211 |        | A      | R      |        |        |        |        |        |        |
| EDU231 | I      | I      | I      | I      | I      | I      | I      | I      | I      |
| EDU250 | I-R    | I-R    | I-R    | I-R    | I-R    | I-R    |        | I-R    | I-R    |
| EDU291 | I      | I-A    |        |        |        |        |        | I      |        |

|   |      |     |     |     |      |     |         |  |     |
|---|------|-----|-----|-----|------|-----|---------|--|-----|
| EDU292  | R    | R-A |     | R-A | I    | R   |         |  | R-A |
| EDU392  |      | R-A | R-A | R-A |      | R-A | R-A     |  |     |
| EDU422  |      |     |     |     |      |     | I, R, M |  |     |
| EDU453  |      |     |     |     | M, A |     |         |  |     |
| PSY221  | I, R |     |     | R   | R    |     | R       |  |     |
| Content Assessment  |      |     |     |     |      |     |         |  |     |
| Supervised Observations (Cooperating Teacher/Supervising University Official) |      |     |     |     |      |     |         |  |     |
| MoPTA   |      |     |     |     |      |     |         |  |     |

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

## Assessment of Program Objectives

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| Objective 1 | Content Knowledge and Perspectives Aligned with Appropriate Instruction.  |
| Methods     | What methods will be used to collect the data?<br><br>EDU 231- Accommodation/Modification project, Research Project of a disability |

|                                     |  |
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|                                     | EDU 250 – Video case studies, school board meeting report & reflection, exams, NCLB Research paper & Presentation  |
| Benchmark                           | <p>What behavior or action will show that students succeed at the objective?</p> <p>What are the identified benchmarks that determine student success?</p> <p>Performance for individual students is above 80%.</p>  |
| Data Collected<br>(course specific) | <p><b>EDU 231</b></p> <p><b><i>1. Accommodation/Modification Project</i></b></p> <p>Students work in a small group (2-4 person – randomly assigned groups by instructor) online project using a collaborative writing process to produce adaptations and modifications for a student with a disability. Students complete a Present Level statement and Accommodations/Modifications plan. Research-based instructional strategies for the student with a disability will need to be determined for all subject matter areas. A minimum of three current references, no older than five years old, should be cited. The paper should be word-processed, double-spaced and approximately five pages in length. The final paper is submitted online. (See attached for rubric).</p> <p><b><i>2. Research Project of a Disability</i></b></p> <p>Students prepare and present a small group (2 person – randomly assigned by instructor) presentation related to the education of exceptional children and youth. The research presented <b>expands beyond</b> the information provided in the course text by elaborating on issues associated with the exceptionality such as researched-based instructional approaches and differentiating instruction. Selection of the topic, group assignment and presentation date takes place during the first weeks of class. The team writes a 3-4 double-spaced paper with at least 3 references (<b>at least one</b> being from a peer-reviewed, research journal). Students may select topics from MoSPE's 26 indicators of Cross-categorical Education Competencies for all general education majors.</p> <p><b>EDU 250</b></p> <p><b><i>3. Video Case Studies</i></b></p> |

Video case studies are chosen for students to review. Students reflect on what was viewed in the video and evaluate the case study based upon course content; personal experience; and reflect on the pros and cons of the issue presented. Students are asked to take a stance on the issue and explain their reasoning for taking a particular stance on the issue. Their stance on the issue is detailed and discussed in the discussion board.

#### ***4. School Board Meeting Report & Reflection***

Students are required to attend one school board meeting of their choice during the duration of this course. Students are required to write a report of this meeting that will also include personal reflections. The report should include information such as the date, time, place, and names of board members present, other participants in the meeting (students, teachers, community members, etc.) and a summary of business conducted in the first half of your report. The second half of the report should include personal reflections of three things learned from attending this meeting based on what went on and was discussed during the meeting and lastly, what attending the school board meeting means to them as a future educator. An agenda of the meeting is also required to be included in the report.

#### ***5. NCLB Research Paper & Presentation***

Students will work in a group and conduct research on a specific element of the *No Child Left Behind law* and make a group PowerPoint oral presentation, and provide a handout to the class over their topic. A copy of the PowerPoint handout and group paper will be turned in to the professor. The research should cite at least five reference sources consulted. One hundred (100) points will be assigned to the oral presentation part of this project, which will be presented during the last week of classes. Fifty (50) points will be assigned to peer-evaluation of one another's group work and an average will be taken thus resulting in a group grade for each individual student. The additional fifty (50) points will be given for the group paper. Twenty- five (25) points will be assigned to the oral presentation part of this research assignment. The research paper and PPT presentation will be uploaded into TK20.

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| Data Collected<br>(Assessment Day,<br>external tests,<br>Senior<br>Achievement) | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled; Spring 23 students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled; 10 students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p>                                  |
| Results/Outcomes  | <ol style="list-style-type: none"> <li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded</li> </ol> |

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|  | <p>their performance objective with above 80%; and all students completed the assignment.</p> <ol style="list-style-type: none"> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol>   |
| Proposed changes to the assessment process | <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2015, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately proceeding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification requirements.</p> |

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| Budget needs related to the objective? | <p>Are there any budget needs for the program to make the assessment more effective?</p> <p>Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only ½ time and she does not advise students anymore, represent us at functions, oversee any program area, etc.</p> |

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| Objective 2                      | Understanding and Encouraging Student Learning, Growth and Development.   |
| Methods                          | <p>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,</p> <p>EDU 250 – Video case studies, school board meeting report &amp; reflection, exams, NCLB Research paper &amp; Presentation</p>  |
| Benchmark                        | Performance for individual students on each artifact is 80% or better.  |
| Data Collected (course specific) | <ol style="list-style-type: none"> <li>Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> </ol> |

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| Data Collected (Assessment Day, external tests, Senior Achievement) | <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p>     |
| Results/Outcomes  | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p>  |

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|  | <ol style="list-style-type: none"> <li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |
| Proposed changes to the assessment process | <p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed be meet the compendium requirements. We are</p>   |

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|  | <p>currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and Owlnet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately proceeding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification requirements.</p> |
| Budget needs related to the objective? | <p>Are there any budget needs for the program to make the assessment more effective?</p> <p>Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt,</p>  |

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|  | except for only 1/2 time and she does not advise students anymore, represent us at functions, oversee any program area, etc. |
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| Objective3                       | Implementing the curriculum.   |
| Methods                          | <p>What methods will be used to collect the data?</p> <p>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,</p> <p>EDU 250 – Video case studies, school board meeting report &amp; reflection, exams, NCLB Research paper &amp; Presentation</p>   |
| Benchmark                        | <p>What behavior or action will show that students succeed at the objective?</p> <p>What are the identified benchmarks that determine student success?</p> <p>Performance for individual students on each artifact is 80% or better.</p>   |
| Data Collected (course specific) | <p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <ol style="list-style-type: none"> <li>Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the</li> </ol> |

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| <p><b>Data Collected</b><br/>           (Assessment Day, external tests, Senior Achievement)</p> | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p> |

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| Results/Outcomes                           | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <ol style="list-style-type: none"> <li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |
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|  | <p>objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately proceeding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification requirements.</p> |
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|  | student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only ½ time and she does not advise students anymore, represent us at functions, oversee any program area, etc. |
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| Objective 4                      | Teaching for critical thinking.  |
| Methods                          | <p>What methods will be used to collect the data?</p> <p>Portfolio/survey/case study.. Description of what data will be collected?</p> <p>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,</p> <p>EDU 250 – Video case studies, school board meeting report &amp; reflection, exams, NCLB Research paper &amp; Presentation</p>  |
| Benchmark                        | <p>What behavior or action will show that students succeed at the objective?</p> <p>What are the identified benchmarks that determine student success?</p> <p>Performance for individual students on each artifact is 80% or better.</p>   |
| Data Collected (course specific) | <p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <ol style="list-style-type: none"> <li>Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity.</li> </ol> |

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|   | <p>All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</p> <p>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</p> <p>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</p> <p>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</p> |
| <p><b>Data Collected</b><br/>(Assessment Day, external tests, Senior Achievement)</p> | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other</p>   |

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|                  | <p>than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p>   |
| Results/Outcomes | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <ol style="list-style-type: none"><li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li><li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li><li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li><li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li><li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li></ol> |

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| Proposed changes to the assessment process | <p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately proceeding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification requirements.</p> |
| Budget needs related to the                | Are there any budget needs for the program to make the assessment more effective?  |

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| objective? | Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only 1/2 time and she does not advise students anymore, represent us at functions, oversee any program area, etc. |
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| Objective 5                      | Creating a positive classroom learning environment.   |
| Methods                          | <p>What methods will be used to collect the data?</p> <p>Portfolio/survey/case study.. Description of what data will be collected?</p> <p>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,</p> <p>EDU 250 – Video case studies, school board meeting report &amp; reflection, exams, NCLB Research paper &amp; Presentation</p>   |
| Benchmark                        | <p>What behavior or action will show that students succeed at the objective?</p> <p>What are the identified benchmarks that determine student success?</p> <p>Performance for individual students on each artifact is 80% or better.</p>  |
| Data Collected (course specific) | <p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <p>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the</p> |

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|  | <p>assignment, Spring, 2015.</p> <ol style="list-style-type: none"> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |
| <p>Data Collected (Assessment Day, external tests, Senior Achievement)</p> | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are</p>   |

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|                  | <p>activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p>  |
| Results/Outcomes | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <p>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</p> <p>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</p> <p>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</p> <p>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project.</p> |

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|  | <p>Spring, 2015 all students completed the assignment with 100%.</p> <p>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</p>  |
| Proposed changes to the assessment process | <p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately preceding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the</p> |

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|  | programs, certification areas, and courses to meet their certification requirements.  |
| Budget needs related to the objective? | <p>Are there any budget needs for the program to make the assessment more effective?</p> <p>Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only ½ time and she does not advise students anymore, represent us at functions, oversee any program area, etc.</p> |

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| Objective 6                      | Utilizing Effective Communication.  |
| Methods                          | <p>What methods will be used to collect the data?</p> <p>Portfolio/survey/case study.. Description of what data will be collected?</p> <p>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,</p> <p>EDU 250 – Video case studies, school board meeting report &amp; reflection, exams, NCLB Research paper &amp; Presentation</p> |
| Benchmark                        | <p>What behavior or action will show that students succeed at the objective?</p> <p>What are the identified benchmarks that determine student success?</p> <p>Performance for individual students on each artifact is 80% or better.</p>  |
| Data Collected (course specific) | Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.  |

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|   | <ol style="list-style-type: none"> <li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a <math>43.75/50</math> or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate <math>21.88/25</math> or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |
| Data Collected<br>(Assessment Day,<br>external tests,<br>Senior<br>Achievement) | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p>   |

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|                  | <p>EDU 250 Fall, 2014 - 18 Students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p>  |
| Results/Outcomes | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <ol style="list-style-type: none"> <li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon</li> </ol> |

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|  | <p>examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</p> <p>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</p>  |
| Proposed changes to the assessment process | <p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately proceeding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment</p> |

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|  | wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification requirements.   |
| Budget needs related to the objective? | Are there any budget needs for the program to make the assessment more effective?<br><br>Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only ½ time and she does not advise students anymore, represent us at functions, oversee any program area, etc. |

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| Objective 7                      | Use of student assessment data to analyze and modify instruction.  |
| Methods                          | What methods will be used to collect the data?<br><br>Portfolio/survey/case study.. Description of what data will be collected?<br><br>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,<br><br>EDU 250 – Video case studies, school board meeting report & reflection, exams, NCLB Research paper & Presentation |
| Benchmark                        | What behavior or action will show that students succeed at the objective?<br>What are the identified benchmarks that determine student success?<br><br>Performance for individual students on each artifact is 80% or better.  |
| Data Collected (course specific) | Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.   |

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|   | <ol style="list-style-type: none"> <li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a <math>43.75/50</math> or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate <math>21.88/25</math> or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |
| Data Collected<br>(Assessment Day,<br>external tests,<br>Senior<br>Achievement) | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled</p>  |

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|                  | <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p>  |
| Results/Outcomes | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <ol style="list-style-type: none"> <li data-bbox="453 1058 1339 1311">1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li data-bbox="453 1322 1339 1533">2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li data-bbox="453 1543 1339 1755">3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li data-bbox="453 1765 1339 1902">4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |

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|  | <p>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</p>  |
| Proposed changes to the assessment process | <p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately proceeding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and</p> |

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|  | <p>talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification requirements.</p>   |
| Budget needs related to the objective? | <p>Are there any budget needs for the program to make the assessment more effective?</p> <p>Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only ½ time and she does not advise students anymore, represent us at functions, oversee any program area, etc.</p> |

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| Objective 8                      | Professional Practice   |
| Methods                          | <p>What methods will be used to collect the data?</p> <p>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,</p> <p>EDU 250 – Video case studies, school board meeting report &amp; reflection, exams, NCLB Research paper &amp; Presentation</p>            |
| Benchmark                        | <p>What behavior or action will show that students succeed at the objective?</p> <p>Performance for individual students is above 80%.</p>   |
| Data Collected (course specific) | <p>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on</p> |

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|  | <p>accommodation/modification scores. All students completed the assignment, Spring, 2015.</p> <ol style="list-style-type: none"> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |
| <p>Data Collected (Assessment Day, external tests, Senior Achievement)</p> | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-</p>   |

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|                  | <p>certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p>   |
| Results/Outcomes | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <ol style="list-style-type: none"> <li>1. Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li>2. Research Project of a Disability data indicates that students are exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</li> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project.</li> </ol> |

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|  | <p>Spring, 2015 all students completed the assignment with 100%.</p>  |
| Proposed changes to the assessment process | <p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately preceding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification</p> |

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|  | requirements.   |
| Budget needs related to the objective? | <p>Are there any budget needs for the program to make the assessment more effective?</p> <p>Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only ½ time and she does not advise students anymore, represent us at functions, oversee any program area, etc.</p> |

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| Objective 9                      | Professional Collaboration.  |
| Methods                          | <p>What methods will be used to collect the data?</p> <p>EDU 231- Accommodation/Modification project, Research Project of a disability and Powerpoint presentation,</p> <p>EDU 250 – Video case studies, school board meeting report &amp; reflection, exams, NCLB Research paper &amp; Presentation</p> |
| Benchmark                        | <p>What behavior or action will show that students succeed at the objective?</p> <p>Performance for individual students is above 80%.</p>  |
| Data Collected (course specific) | <p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p>  |

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| Data Collected (Assessment Day, external tests, Senior Achievement) | <p>Explain the activities used out of class for assessment of the objective. Identify the total number of students in the assessment and how the information is collected.</p> <p>Students attend out-of-class school board meeting as part of the required activity for EDU 250.</p> <p>Identify the total number of students in the assessment and how the information is collected.</p> <p>EDU 231 Fall, 2014 - 25 Students enrolled</p> <p>EDU 250 Fall, 2014 - 18 Students enrolled</p> <p>Numbers of students were calculated by course roster; assessed items are activities completed during the duration of the course.</p> <p>No external tests measure this objective. Students seeking to complete this program chose to do so for a couple of reasons, since it is a non-certification program. First, to finalize a degree they have been working on and close out their Bachelor's degree to move into another field other than teaching; or because they were not able to meet certification requirements for one reason or the other. So, students in this degree program are not required to pass the Content Assessments; complete the MoPTA; or be evaluated by a supervising and cooperating teacher during a student teaching semester.</p> |
| Results/Outcomes  | <p>Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark.</p> <ol style="list-style-type: none"> <li data-bbox="453 1600 1323 1854">Accommodation/Modification project data indicates that students exceeded meeting their performance objective of above 80%. Fall, 2014 scores indicate a 43.75/50 or 88% average on accommodation/modification. All students completed the assignment in the Fall, 2014. Spring, 2015 students averaged on accommodation/modification scores. All students completed the assignment, Spring, 2015.</li> <li data-bbox="453 1854 1286 1892">Research Project of a Disability data indicates that students are</li> </ol>   |

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|  | <p>exceeding their performance objective of above 80%. Fall, 2014 scores indicate 21.88/25 or 88% on an overall average on the activity. All students completed the activity in the Fall, 2014. Spring, 2015, students completed the activity with 89% completion. All students completed the activity in the Spring, 2015.</p> <ol style="list-style-type: none"> <li>3. Video Case Studies data for Fall, 2014 indicates that students exceeded their performance objective of above 80% with an 85%. Upon examination of the data; 4 students did not complete the project. For Fall, 2015 data indicates that students again exceeded their performance objective with above 80%; and all students completed the assignment.</li> <li>4. School Board Meeting Report &amp; Reflection indicates that Fall, 2014 scores exceeded the 80% performance with an 88%. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> <li>5. NCLB Research Paper &amp; Presentation data indicates that students exceed the performance objective of 80%. All students completed the assignment in the Fall, 2014 with 100% satisfaction. Upon examination of the data 2 students did not complete the project. Spring, 2015 all students completed the assignment with 100%.</li> </ol> |
| Proposed changes to the assessment process | <p>Discuss the Assessment Process, how did the data collection go? Do faculty need to modify assignments used for assessment, any changes made to Assessment Day activities. This section is on the Assessment Process, not the results. Do faculty need to work on rubrics, modify objectives, realign courses...</p> <p>No work is needed on the rubrics; however, given the new DESE compendium, beginning Fall, 2014, we will begin to look at curriculum changes as needed to meet the compendium requirements. We are currently working with DESE on a timeframe that they have secured with EPP's to revise their curriculum to meet the new compendium requirements.</p> <p>The data collection process must be pulled from a variety of different areas because we use more than one type of course management system. In doing so, considerable amount of time is gone into in order to pull data by finding courses from TLH and OwlNet. The assessment process is also difficult in getting student numbers because Cheryl had to look in several</p>  |

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|  | <p>places to find the overall data related to majors and minors. The overall assessment process itself, on one day immediately proceeding the end of the semester, is not sufficient time to gather data, share information with each other, etc. It becomes a rush to complete the assessment process right before faculty leave for break and just get it completed. It would be more beneficial to have the same useable, relevant form and to work on inputting data periodically so that it could be shared easily. Or, data stored in one place so that it could be easily pulled.</p> <p>DESE assessment continues to change over the next several years; there will continue to be a variety of changes made curricular wise, assessment wise, content wise and with regard to activities that make up the coursework within this area. In the Fall, 2014 we began looking and talking about curricular issues and changes that would be needed to the programs, certification areas, and courses to meet their certification requirements.</p> |
| Budget needs related to the objective? | <p>Are there any budget needs for the program to make the assessment more effective?</p> <p>Not really a budget need but we are in need of additional manpower with student workers that we were unable to secure because of the university budget issue. We are also in need of a GA that could do more specific, detailed and provide more reliable work for the Director of Field Experiences; a certification officer who can complete required DESE student paperwork, monitor and track student progress through DESE requirements; and an additional faculty member since we lost Dr. Tutt, except for only ½ time and she does not advise students anymore, represent us at functions, oversee any program area, etc.</p>   |

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

## Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

**The data is reflective of the work that the Department of Elementary and Secondary Education requires; students' who are unable to meet those certification requirements at the designated level of proficiency expected by DESE finalize their degree without the certification component.**

## Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

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.

**The complete education division is undergoing new certification changes as required by the new proposed Compendium, effective, May, 2014. Faculty met monthly staying updated with even more DESE changes. Program verification has been completed by DESE with dates submitted to them of revisions that will officially begin in the Spring 2015 and Fall 2015 on specific programs. New testing requirements are now full in effect MEP, MoGEA and Content Assessment, as of Fall, 2014 along with the new electronic portfolio system is now required by DESE within the new structure they have set up.**

## Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes... Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results?

**We are currently undergoing a complete and total revision of programs requirements from credit hours, to course content, to curricular changes, to new assessments set forth and put into place by DESE, in order to meet the new compendium changes. We will be looking at course rotation, as well, when we come back in the Fall, 2015.**

## General Education Assessment:

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 areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)

**The General Education areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)**

Elementary education majors must complete the Missouri General Education Assessment by the end of their sophomore year. The exam specifically covers: English Language Arts, Math, Science, and Social Science. All elementary majors must pass this assessment to be admitted to the Teacher Education Program. All of the other general education courses compliment one of these four main areas. Students in this program generally were not able to pass one of those exams. However, as students have been working through the program trying to meet course requirements there are specific general education courses required along with certification requirements. Students receive the following General Education Requirements throughout their coursework seeking certification including: Communications. This objective is focused on in every class. See Methods of Objective 6 for course and activities/assessments. Another of the 9 required standards for certification is Assessment—use of student data. Quantitative relationships (Mathematics) are an integral part of the required course for the standard and for the completion of all lesson plans in various courses and Student Teaching. See Methods of Objective 7 for courses and activities/assessments. The Historical Perspective of Education is learned in EDU 250-Foundations of Education and is central to secondary school teaching in History. Critical Thinking is another of the 9 required standards for certification. This objective is focused on in every class. See Methods of Objective 4 for course and activities/assessments. Diversity is inherent in Objective 2 which is understanding and encouraging student learning, growth, and development. See Methods of Objective 2 for course and activities/assessments. Value and Meaning are central to the secondary certification in English; Creative and Aesthetic Sensibility are central to secondary certification in Art; and Natural and Social Science are central to secondary certification in Biology.

In addition, education majors must have excellent communication skills. They are required to complete several assignments during course work which utilize communication skills. Some of these assignments include: letter to parents; learning contract; permission slip, various lesson plans, storytelling, book review; professional ethics; classroom website; resume; cover letter. During the student teaching semester, elementary education majors utilize some of the knowledge and skills acquired in the general education courses, but are primarily evaluated on the communication skills.

## Program Activities:

### *Student Performance Day Activities (Assessment Day):*

Describe the department assessment day activities. 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?

**Students also attended two town hall meetings during assessment days where the whole certification process was described for them in a PowerPoints. Students were given an opportunity to ask questions about certification and where they currently are in the program so they would be informed on the most recent requirements set forth by DESE.**

**Students also met in the computer lab in Burton to take the new MEP required by DESE for counseling students in or out of the education field. Student, who had not already taken the MEP, paid the fee, via credit card, and completed the measure. These results were sent to advisors for further advising and discussion.**

**Students also attended 2 workshops on school safety and motivation (Universal Precautions and Understanding Motivation).**

**See Addendum for Student Performance Day Activities (Assessment Day).**

### *Senior Achievement Day Presentations:*

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities? What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's?

**Student teachers worked in groups to describe, analyze, and reflect on the completion of the 4 Tasks of the MoPTA; however this is not beneficial to this program as they are not seeking certification. A capstone of some type needs to be built into the restructure of this program.**

## *Service Learning Activities:*

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?

**Service Learning Activities are incorporated in several courses throughout the Elementary Education Program. Students participate in a Storytelling Activity, a Math Fair, and Reading Fairs at various elementary locations. The local schools enjoy being a recipient of our students' teaching practice and our students get a chance to practice what they are learning with real students.**

*Program Sponsored 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. **Please see attached document for the list.**

*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.

**Education Studies students are not get involved with outside activities other than possibly work.**

*Faculty Accomplishments:*

Highlight any faculty accomplishments that supersede the normal expectations of program faculty. (Examples: journal acceptance, presentation at a national conference, off campus art show exhibit or other community/professional honor)

**As a unit; faculty:**

- ✓ began working to complete the DESE transition form MoSTEP to MoSPE
- ✓ completed Advising/Program of Study Templates for all programs for DESE;
- ✓ completed all of our program DESE matrices for all education programs.
- ✓ worked on changing and putting 400 level prereqs on all 400 level education classes until students are admitted to the TEP.
- ✓ worked on strengthening the Educational Studies program by working with Business faculty to come up with a specialization (15 hours); a minor (18 hours); and two full year specializations in technology and business education for students who wish to pursue this degree. Each of these areas will have an internship and capstone with it.

**In addition:**

**Dr. Tim Hanrahan is working on a program with TJ Quick at Bartley in order to put together a summer meeting with local physical educators about differentiated instruction in physical education. He is also meeting with Jefferson City YMCA next month to begin conversations on creating a youth coaching class for Soccer, Basketball,**

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**and Baseball. This will be a joint task force that will include members of ATR, PED, and coaches to help create these elements.**

**Dr. Jones-Hammons was nominated Vice-Chair to serve for two years for the National Field Directors forum and then she will move into being chair after two years. "The Forum has a history for establishing and disseminating 'Guidelines for Professional Experiences in Teacher Education,' used by the National Council for Accreditation in Teacher Education (NCATE). These guides served as the indicators to assess the quality of field experiences during NCATE accreditation reviews. The recent development of new "National Standards for Field Experiences in Teacher Education" was completed in collaboration with the executive board of ATE. Currently, forum members are working with the ATE Executive Board to disseminate these new standards and identify various ways institutions can meet the twelve standards. Another major project they have undertaken is the development of a Directory of College Field Experience Administrators throughout the nation. This directory provides communication among professionals and facilitates the sharing of information between and among institutions. A newsletter is periodically mailed to members with pertinent items of news. During the ATE Annual meeting, the Forum honors members who have provided exemplary service."**

***Alumni (Recent Graduates) Accomplishments (past year graduating class):***

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.

## Assessment Rubric

### Annual Assessment Report

| Assessment Component       | Assessment Reflects Best Practices  | Assessment Meets the Expectations of the University   | Assessment Needs Development   | Assessment is Inadequate  | Comments:   |
|----------------------------|---|---|--|---|---|
| <b>Learning Outcomes</b>   | <input type="checkbox"/> Program learning outcomes are aligned to national standards  | <input checked="" type="checkbox"/> Measurable program learning outcomes.<br><input type="checkbox"/> Learning outcomes are clearly articulated.  | <input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable  | <input type="checkbox"/> Program learning outcomes are not clear or measurable  | <input checked="" type="checkbox"/> Outcomes are determined by DESE, but this is not a DESE program               |
| <b>Assessment Measures</b> | <input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes.<br><input type="checkbox"/> Rubrics or guides used are provided.<br><input type="checkbox"/> All measurements are clearly described. | <input checked="" type="checkbox"/> Specific measures are clearly identified<br><input type="checkbox"/> Measures relate to program learning outcomes.<br><input type="checkbox"/> Measures can provide useful information about student learning.                  | <input type="checkbox"/> Some measurements are described, but need further description.  | <input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives).<br><input type="checkbox"/> Assessment measures are not clear.<br><input type="checkbox"/> No assessment measures are established. | <input checked="" type="checkbox"/> The identified assessment measures are not used for assessment in the report. |
| <b>Assessment Results</b>  | <input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided.<br><input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve                      | <input type="checkbox"/> A majority of learning outcomes assessed annually.<br><input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s).<br><input type="checkbox"/> Standards for student performance and gaps in student | <input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives).<br><input checked="" type="checkbox"/> Data collection is incomplete<br><input type="checkbox"/> Standards for student performance and gaps in student learning are not identified. | <input type="checkbox"/> Learning outcomes are not routinely assessed.<br><input type="checkbox"/> Routine data is not collected.<br><input type="checkbox"/> N/A Program is too new to have collected assessment data.           | <input checked="" type="checkbox"/> The results do not match the matrix.  |

|   | <p>student learning.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</p>  | learning are recognized.  |  |   |   |
|---|--|---|--|---|---|
| Assessment Component                    | Assessment Reflects Best Practices   | Assessment meets the expectations of the University   | Assessment needs Development   | Assessment is Inadequate  | Comments:   |
| <b>Faculty Analysis and Conclusions</b> | <p><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p> | <p><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</p> <p><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</p> | <p><input type="checkbox"/> Some program faculty receive annual assessment results</p> <p><input type="checkbox"/> Faculty input about results is sought</p> | <p><input type="checkbox"/> Faculty input is not sought.</p> <p><input type="checkbox"/> Conclusions about student learning are not identified.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p> | Not clear how many faculty are involved in the report and see the data. |
| <b>Actions to Improve Learning and</b>  | <input type="checkbox"/> A comprehensive understanding   | <input type="checkbox"/> Description of the action to improve learning or assessment is   | <input type="checkbox"/> Adjustments to the assessment plan are proposed but not   | <input type="checkbox"/> No actions are taken to improve student  | <input type="checkbox"/>  |

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| <b>Assessment</b> | <p>ng of the program's assessment plan and suggestions for improvement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</li> <li><input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.</li> </ul> | <p>specific and relates directly to faculty conclusions about areas for improvement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</li> <li><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</li> </ul> | <p><b>clearly connected to data</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</li> </ul> | <p>learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</li> <li><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</li> </ul> |  |
|-------------------|--|--|--|--|--|

I realize that we do not actively recruit for this program, but we should have a rationale as to what the benefit of this degree would be for students who complete this program. There should be a perceived benefit to the student for staying in college and finishing this study especially with 10 students in the major...

There is **no** alignment in the assessment that is actually happening and the matrix in the report; the program needs to take a hard look at the assessment of this program and produce a matrix and assessment report that align.

It does not appear that the program is using Student Performance Reviews/ Senior Presentations as avenues to collect information on program majors. It could be due to the low numbers that there just are not majors participating due to their year in the program, I don't know.

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The same 5 assignments from 2 of the 10 core classes is the only assessment provided. I don't know that the same 5 assignments actually answer the 9 specific objectives? The two classes are both 200 level and no assessment from anything upper level is provided. There is also no assessment from student performance reviews or senior achievement days.

In the Analysis of the Assessment- program faculty need to articulate where assessment failed for this current year. There are numerous gaps in the data and what is available to be recorded. All adjustments to the assessment are based on DESE and the testing that they require, but this is not a program approved by DESE, so internal assessment is critical for the evaluation of student success.

The need for a capstone was mentioned but there were no specifics on who would work on that and what type of capstone could be beneficial for this program.