

Annual Assessment Report

Middle Level Education

Faculty Responsible for the Report

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	2	2
Minors	Na	Na
Concentrations (Add Rows if needed)	Math – 1 Undeclared – 1	Math – 1 Undeclared - 1
Full Time Faculty	0	0
Part Time Faculty	1	1

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 ____X____

Online Program _____

Evening Cohort _____

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? **There is none that I am aware of.**

Outside Accreditation:

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

Yes, the program is accredited by the Department of Elementary and Secondary Education once every 7 years.

Is accreditation available for your program?

Are you making strides to attain accreditation? If no, why not?

Program Action Items

Action Item 1:	Program revision
Action steps:	Given new DESE requirements, courses in the program will be updated as needed including online courses.
Timeline	1 year; continuous until DESE is finalized making changes
Faculty Responsible	All faculty
Evaluation	Successful completion of all courses required in the program checked and updated as needed.

Action Item 2:	Review enrollment numbers
Action steps:	Compile enrollment data pertaining to middle level education majors
Timeline	1 year
Faculty Responsible	Division Administrative Assistant, Registrar’s office, All faculty
Evaluation	Analyze enrollment data of middle level education majors broken up into various

	academic areas to determine appropriate Division action.
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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. Teaching critical thinking.

Objective 5. Creating a positive classroom learning environment

Objective 6. Utilizing effective communication.

Objective 7. Use of 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	I	I	I	I	I			
EDU211		A	R						
EDU231		R	I	M	I	I	I	I	I
EDU250	I-R	I-R	I-R	A	I-R	I-R		I-R	I-R
EDU291	I	I-A						I	
EDU292	R	R-A		R-A	I	R			I
EDU311	I	I	I		I	I			

EDU314	I-RA	R	R-A	I	R	R			
EDU317	I		R-A			R			R-A
EDU318	I	R	R	R			R		
EDU341			R-A	R			R		
EDU392		R-A	R-A	R-A		R-A	R-A		
EDU393	I	I	I-A		I	I-A			
EDU422							IRMA		
EDU441							R		
EDU453					M-A				
EDU492	M-A	M-A	M-A	M-A	M-A	M-A	M-A	M-A	M-A
EDU495	M-A	M-A	M-A	M-A	M-A	M-A	M-A	M-A	M-A
MAT231	I-R								
PED107	IRM	I	I	I	I	I	I	I	I
PSY221	I-R	R		R	R		R		
PSY316	I	R-A			R				
XXX418									

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

Objective 1	Content knowledge and perspectives aligned with appropriate instruction
Methods	EDU 314 Academic Curriculum Plan for Middle School Interdisciplinary Team EDU 492/EDU 495 MoPTA
Benchmark	Completion of the Academic Curriculum Plan for Middle School Interdisciplinary Team; MoPTA Tasks 1-4
Data Collected (course specific)	EDU 314 Academic Curriculum Plan for Middle School Interdisciplinary Team - Students were to develop an academic curriculum unit as a member of an interdisciplinary team and address the four core subject areas of math, science, communication arts, and social studies in their unit plan. For spring semester 2015 only 1 student was enrolled in this class.
Data Collected (Assessment Day, external tests, Senior Achievement)	None
Results/Outcomes	EDU 314 Academic Curriculum Plan scores – 1 student scored above 90%
Proposed changes to the assessment process	None
Budget needs related to the objective?	None

Objective 2	Understanding and Encouraging Student Learning, Growth and
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	Development
Methods	<p>EDU 291 Direct Instruction Lesson Plan</p> <p>EDU 292 Inquiry Based Lesson Plan</p> <p>EDU 392 Textual Analysis</p> <p>PSY 316 Final Paper comparing their development to typical adolescent development</p>
Benchmark	Completion of the lesson plans, textual analysis and final paper
Data Collected (course specific)	<p>EDU 291 Direct Instruction Lesson Plan - 8 students were enrolled in this class for Spring semester 2015 and completed this assignment that was assessed.</p> <p>EDU 292 Inquiry Based Lesson Plan scores – 9 students were enrolled in this class for Spring semester 2015 and completed this assignment that was assessed.</p> <p>PSY 316 Final Paper – 14 students were enrolled in this class for fall semester 2014 and completed this assignment that was assessed. Only 1 student was enrolled for spring semester 2015 on a tutorial basis.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	None
Results/Outcomes	<p>EDU 291 Direct Instruction Lesson Plan scores – Fall 2014 – 95%; Spring 2015 – 94%</p> <p>EDU 292 Inquiry Based Lesson Plan scores – Fall 2014 – 89%; Spring 2015 – 87%</p> <p>PSY 316 Final Paper scores – For fall semester 2014, 6 out of 14 students (43%) scored 90% or higher; 7 out of 14 students (50%) scored 80% or higher. For spring semester 2015, 1 students scored 76% for this assignment.</p>

Proposed changes to the assessment process	None
Budget needs related to the objective?	None

Objective3	Implementing the Curriculum
Methods	<p>EDU 314 Academic Curriculum Plan for Middle School Interdisciplinary Team</p> <p>EDU 392 Textual Analysis</p> <p>EDU 393 Parent Reading Newsletter</p> <p>EDU 341 Math Fair Lesson Plan - Assessment and Reflection</p>
Benchmark	Completion of the Academic Curriculum Plan, textual analysis, newsletter and Lesson Plan.
Data Collected (course specific)	<p>EDU 314 Academic Curriculum Plan for Middle School Interdisciplinary Team = Students were to develop an academic curriculum unit as a member of an interdisciplinary team and address the four core subject areas of math, science, communication arts, and social studies in their unit plan. For spring semester 2015 only 1 student was enrolled in this class</p> <p>EDU 341 Math Fair Lesson Plan – Assessment and Reflection – 24 students were enrolled in this class for Spring semester 2015 and completed this assignment that was assessed.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	None

Results/Outcomes	EDU 314 Academic Curriculum Plan scores – 1 student scored above 90% EDU 341 Math Fair Lesson Plan – Assessment and Reflection scores – Spring 2015 – 96%
Proposed changes to the assessment process	None
Budget needs related to the objective?	None

Objective 4	Teaching for Critical Thinking
Methods	EDU 250 Video case studies EDU 292 Inquiry Based Lesson Plan EDU 392 Textual Analysis
Benchmark	Completion of the video case studies, textual analysis, and Lesson Plan.
Data Collected (course specific)	EDU 292 Inquiry Based Lesson Plan - 9 students were enrolled in this class and completed this assignment that was assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	None.
Results/Outcomes	Results from EDU 292 Inquiry Based Lesson Plan – Fall 2014 – 89%; Spring 2015 – 87%
Proposed changes to the assessment process	None

Budget needs related to the objective?	None
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Objective 5	Creating a positive classroom learning environment
Methods	EDU 453 Community Building Plan EDU 492/EDU 495 MoPTA
Benchmark	Completion of the community building plan and MoPTA Tasks 1-4
Data Collected (course specific)	EDU 453 Community Building Plan - 12 students were enrolled in this class and completed this assignment that was assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	None
Results/Outcomes	Results from EDU 453 Community Building Plan for spring semester 2015 – 9 out of 12 students (75%) scored 90% or higher; 2 out of 12 students (17%) scored 80% or higher.
Proposed changes to the assessment process	None
Budget needs related to the objective?	None

Objective 6	Utilizing effective communication
Methods	EDU 392 Textual Analysis EDU 393 Parent Reading Newsletter EDU 492/EDU 495 MoPTA

Benchmark	Completion of the textual analysis, newsletter, and MoPTA Tasks 1-4
Data Collected (course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	
Proposed changes to the assessment process	
Budget needs related to the objective?	None

Objective 7	Use of student assessment data to analyze and modify instruction.
Methods	EDU 392 Textual Analysis EDU 422 Let's Make a Test EDU 492/495 MoPTA
Benchmark	Completion of the textual analysis, making a test, and MoPTA Tasks 1-4
Data Collected (course specific)	EDU 422: Let's Make a Test - Students were required to construct a test based on one of the chapters in the text. The test that was constructed was then administered to all the students in the class. Test results were analyzed for item difficulty, item discrimination, and the plausibility of distractors use for the multiple-choice portion. 8 Students were enrolled in Fall 2014 and 10 students in Spring 2015.
Data Collected (Assessment Day, external tests,	

Senior Achievement)	
Results/Outcomes	Results from EDU 422 Let's Make a Test. For fall semester 2014, 4 out of 8 students (50%) scored 90% or higher; 3 out of 8 students (38%) scored 80% or higher. For Spring semester 2015, only 1 out of 10 students (10%) scored 90% or higher; 4 out of 10 students (40%) scored 80% or higher.
Proposed changes to the assessment process	None
Budget needs related to the objective?	None.

Objective 8	Professional Practice.
Methods	EDU 492/EDU 495 MoPTA
Benchmark	Completion of MoPTA Tasks 1-4
Data Collected (course specific)	No data is available since there isn't any student who completed student teaching for certification at the middle level either fall or spring semesters.
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	No results/outcomes available.
Proposed changes to the assessment process	None
Budget needs related to the	None

objective?	
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Objective 9	Professional Collaboration
Methods	EDU 492/EDU 495 MoPTA
Benchmark	Completion of MoPTA Tasks 1-4
Data Collected (course specific)	No data is available since there isn't any student who completed student teaching for certification at the middle level either fall or spring semester.
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	No results/outcomes available.
Proposed changes to the assessment process	None
Budget needs related to the objective?	None

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 Middle School courses have primarily been taught by adjunct faculty in the past and continue to be so, most recently by a former William Woods graduate. No data has been collected on

assessment thus far on Middle Level Education and therefore there is no assessment data available for analysis.

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.

We will begin collecting and analyzing assessment data from the two middle school courses that are required for middle level education majors namely, EDU 311 Middle School Philosophy and Organization and EDU 314 Middle School Curriculum & Instruction starting fall 2015. Future assessment data will also include completion of the 4 MoPTA tasks for middle level education majors.

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?

The Middle School courses, namely EDU 311 Middle School Philosophy and Organization and EDU 314 Middle School Curriculum and Instruction are now offered as online courses during the summer sessions. During the academic school year, these two courses are offered every other semester. Two courses, PED 107 and EDU 318 were removed from the assessment for objective 1. The academic curriculum plan for middle school required in EDU 314 Middle School Curriculum & Instruction was added as an assessment item for objective 1.

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)

Middle level 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 middle level education 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. Completion of the General Education requirements align with the Program Objectives through passing the new DESE basic competency skills test, MoGEA, which replaced the C-Base test.

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?

Assessment day activities consisted of town hall meetings to update students on the new certification changes and requirements. Spring semester 2015 assessment day activities consisted of GRE Math prep; road map to certification: where are you on your road map; job search tips; marketing yourself and your brand; dressing for success; grad school enrollment prep tips and resources. Students for all certification types and levels were required to attend the above assessment day activities.

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?

No Middle Level Education majors presented their MoPTA tasks or Professional Competency Profile (PCP) on Senior Achievement Day.

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?

There is no service learning activities or components associated with the Middle Level Education program.

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.

Only one lead event is reported.

Wednesday, September 17, 2014; Library Auditorium – Betsy Tutt – 1 point.

4:00:00 PM - One Read - The Boys in the Boat Reader's Theatre - This interactive session will emphasize the various themes represented in The Boys in the Boat through a reader's theatre presentation by education professor Dr. Betsy Tutt and some of her William Woods University students.

There were no lead events specifically conducted for middle level education majors. Lead events conducted were for all education majors and were mainly focused on the new DESE certification changes and requirements.

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.

There are no student accomplishments from this program that I am aware of.

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)

Middle level education courses had always been taught by an adjunct faculty member. I am unaware of any faculty accomplishment as far as this program goes.

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.

There is none available thus far.

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:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <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 type="checkbox"/> Outcomes are determined by DESE
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <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). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/> There are no benchmarks for many of the measures.
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> Numerous blanks in data. <input type="checkbox"/> There is no mention of students who do not meet benchmarks, as benchmarks are not set for much of the program.

	performance and gaps in student learning are clearly identified.				
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	Reporting of data from several different faculty, so assumption that some faculty receive results.
Actions to Improve Learning and	<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 clearly	<input type="checkbox"/> No actions are taken to improve student	<input type="checkbox"/> Curricular changes discussed but not based on

Assessment	<p>ng of the program's assessment plan and suggestions for improvement.</p> <ul style="list-style-type: none"> □ Clearly stated adjustments in curriculum as a result of assessment data. □ Actions are innovative in approach in attempt to improve student learning. 	<p>specific and relates directly to faculty conclusions about areas for improvement.</p> <ul style="list-style-type: none"> □ Description of action includes a timetable for implementation and identifies who is responsible for action □ Actions are realistic, with a good probability of improving learning or assessment. 	<p>connected to data</p> <ul style="list-style-type: none"> □ Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<p>learning.</p> <ul style="list-style-type: none"> □ Actions discussed are not connected to data results or analysis. □ N/A Program recently started or too few graduates to suggest any changes. 	<p>assessment, based on cert testing by state.</p>
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Additional Comments: There are several places where the matrix and the data charts do not match...the matrix states that Edu211, EDU317, EDU492 and EDU493 are used for assessment of the middle school plan but there is no data from these courses in the plan in all the objectives they are supposed to assess. The 492/495 courses have data from objectives 5-9, but not 1-4. The program faculty need to determine what they want to do for assessment and make sure that both charts are in alignment.

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.

The Benchmark on all of the objectives needs to articulate at what point the program desires is students to score. The completion of a task does not speak to skill level and success of the task. When reporting scores it is helpful to know if that is the average score and if so what was the N for the group. Also

helpful to know what was the goal score for the group? If there is a goal score, we also need to know what percentage of students met the goal; that is honestly more helpful than the group average.

On Objective 392, the EDU 392 class is mentioned and stated that students will do a “Textual Analysis”, but there is no data from that course or comment about it not making? Did this class happen?

Similar with Objective 3, EDU 392 and EDU395 are mentioned in the beginning of the data chart but then no data or mention of them again in the reporting...

Objective 4- the problem is when the matrix and the methods section mention courses but then reports no data from the course. This is a problem throughout the report.

Objective 6, 8, and 9 were not completed at all due to the assessment being based on MoPTA results. The two classes that are listed here (EDU 492/495) I believe are student teaching courses so evaluations of student work from the supervising faculty could be used here for these components. Also, there has to be some content taught somewhere in the curriculum that could have been used for assessment purposes. Objective 6 lists 4 possible courses for assessment and objective lists at least one that is not the 492/495 course.

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. There is plenty to discuss as to the areas where the assessment can be improved. This would be a great place to talk about how it did not work and how the program intends on improving the process. The fact that the data is primarily taught by an Adjunct does not make it ok to have no data. Someone has to communicate with that instructor and obtain the needed information so that data can be recorded.

The program states that they will start collecting data from the 2 middle school courses, but no discussion as to how that will be done. Assuming that these courses are still being taught by an adjunct, who is responsible for communicating the needs of the program to the faculty? Who will collect the data?

