

Teacher Education Program

 Program-163

Annual Assessment Plan

1

2 PLO #02 - Students will develop specialized knowledge, and disciplinary expertise for teaching.

Students will develop specialized knowledge, and disciplinary expertise for teaching.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|--|
| PRAXIS/PECT Certification Exams | 90% first time pass rate on certification exams. | Before 9/1 of following academic year, Every three years |
| EDUC 420: Philosophy of Education Paper | 90% of students will score 80% or higher | Every year |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



For 20-21 Student Teaching Cohort taking required PA certification test:

- Grades PreK-4 8006 - 100% (19)
- Grades PreK-4 8007 - 92.6% (19) All met certification requirements w/gpa consideration
- Grades PreK-4 8008 - 92.6% (19) All met certification requirements w/gpa consideration
- Special Education 8011 - 87.5% (8) Met certification requirements w/gpa consideration
- Special Education 8012 - 100% (8)
- Grades 4-8 module 1 - 100% (6)
- Grades 4-8 module 2 - 100% (6)
- Grades 4-8 module 3 - 100% (6)
- Grades 4-8 English concentration 100% (3)
- Grades 4-8 Social Studies concentration - 0% (1) met w gpa consideration
- Grades 4-8 Mathematics concentration - 80% (5) 1 did not meet
- Grades 4-8 Science concentration - 100% (1)
- English 7-12 - 100% (4)
- Mathematics 7-12 - 100% (3)
- Social Studies 7-12 - 100% (2)
- Fundamental Subjects (all certifications) - 100% (17)
- Family & Consumer Sciences PreK-12 - 100% (2)
- French PreK-12 - 100% (1) Passed w ACTFL
- Health & Physical Education PreK-12 - 100% (1)
- Music Education PreK-12 - 100% (11)
- Spanish PreK-12 - 100% (2) one passed w ACTFL, other with Praxis

80% of students scored 80% or higher on EDUC 420 Philosophy of Education paper.
NOT MET

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

3 PLO #05 - Classroom Environment- Domain 2
Students will design a positive classroom environment. (Consistent with Danielson Domain 2)

Outcome(s)



- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|----------------|
| EDUC 203: Flip Grid | 90% of students will score 80% or higher | Every Odd Fall |
| EDSP 307: Plan to Support Learner Behavior | 90% of students will score 80% or higher | Every Odd Fall |
| EDUC 420: Classroom Environment Plan Application Criteria | 90% of students will score 80% or higher | Every Year |
| EDUC 420: Portfolio Domain 2 | 90% of students will score 80% or higher | Every Year |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.



EDUC 203 Flip Grid 96.99% Target met.
EDSP 307 - not linked
EDUC 420 - not linked

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

- 4 **PLO #01 - Foundational concepts and theories in the field of education.**
Students will recognize foundational concepts and theories in the field of education.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.



| Measures | Targets | Timeline |
|------------------------------|---|------------------|
| EDUC 203 LEAP #2 Criterion 1 | 90% of students will score 80% or higher. | Every Even Fall |
| EDSP 207: Final Exam | 90% of students will score 80% or higher. | Every Odd Spring |
| EDUC 208 Exam 2 | 90% of students will score 80% or higher | Every Odd Fall |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

EDUC 208 72.34%, 34/47 - Target not met.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

The Education Department is looking at this course and the measure to determine appropriate action(s).

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

5 **PLO #07 - Professional Responsibilities- Domain 4**

Students will demonstrate professional responsibilities. (Consistent with Danielson Domain 4)

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|-------------------|
| EDSP 307: Professional Development Goals | 90% of students will score 80% or higher | Every Even Fall |
| TEP 310: Weekly Goals Quality Criterion: Week 12 | 90% of students will score 67% or higher | Every Even Spring |
| EDUC 420: EDUC 420 Portfolio Domain 4 | 90% of students will score 80% or higher | Every year |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

TEP 310 not linked
EDUC 420 not linked



- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

6 **PLO #8 - Cultural Competence**

Students will integrate principles of reconciliation, justice, and cultural intelligence with professional practice.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|----------|---------|----------|
|----------|---------|----------|

| Measures | Targets | Timeline |
|--|---|-------------------|
| EDSP 207: LFS Map Course Obj #1 | 90% of students will score 80% or higher | Every Odd Fall |
| EDUC 208: What I believe assignment | 90% of students will score 80% or higher | Every Even Spring |
| EDUC 346: Narrative | 90% of students will score | Every Even Spring |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

EDSP 207 - not linked
EDUC 208 - not linked
EDUC 346 - not linked

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 **PLO #03 - Research**

Identify, access, and synthesize research in the field of education including evidence-based practices.

Outcome(s)

1



Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|---|------------------|
| EDSP 207: Exceptionality Research Presentation | 90% of students will score 80% or higher | Every Odd Fall |
| EDSP 307: Teaching Practices Critique | 90% of students will score 80% or higher | Every Even Fall |
| EDUC 420: Classroom Environment Plan Research Criteria on Rubric | 90% of students will score 80% or higher | Every Odd Spring |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

EDSP 207 not linked



- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 **PLO #04 - Instructional Planning- Domain 1**

Students will demonstrate effective instructional planning and preparation. (consistent with Danielson Domain 1)

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|---|------------|
| EDUC 331: Unit Plan Part II: Instructional Plans | 90% of students will score 80% or higher | Every year |

| Measures | Targets | Timeline |
|---|---|------------|
| EDUC 420: Portfolio: Domain 1 Rubric Criterion | 90% of students will score 80% or higher | Every Year |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

EDUC 331 - 91.67% 22/24 Target Met
EDUC 420 - not linked

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

9 **PLO #06 - Instruction- Domain 3**

Students will demonstrate effective instructional practices. (Consistent with Danielson Domain 3)

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.
There is no selected outcome.
- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.



There is no selected outcome.

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|------------------------------|---|-------------------|
| TEP 310: Final Evaluation | 90% of students will have 1 or 0 Us in Domain 3 | Every Even Spring |
| EDUC 420: Portfolio Domain 3 | 90% of students will score 80% or higher | Every year |

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

TEP 310 not linked
EDUC 420 not linked

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

10 **PLO #9 - Prof Goal Setting**

Students will articulate self-determined goals in domains of educational performance (preparation, environment, instruction, and professionalism).

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|--|--|--------------|
| TEP 310: Weekly goals Week 12 | 90% of students will score 22/30 or higher on Week 12 (we'll look for growth from week 1 to week 12) | Every spring |
| TEP 43x: Weekly goals | 90% of students will score 25/30 or higher on Week 12 | Every fall |
| EDUC 420: Portfolio Reflection Essay Criterion | 90% of students will score 80% or higher. | Every spring |

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

TEP 310 not linked
TEP 43x not linked
EDUC 420 not linked

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

11 **PLO #10 - Faith Application**

Articulate informed and mature convictions about Christian faith and practice.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.
- There is no selected outcome.
- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.



There is no selected outcome.

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

| Measures | Targets | Timeline |
|---|--|------------------|
| EDUC 203: LEAP #1 LEAP #2 | 90% of students will score 80% or higher | Every Odd Spring |
| Content Pedagogy Courses: Faith and Discipline Essay | 90% of students will score 80% or higher | Every other year |
| EDUC 420: Philosophy of Education Faith Integration Paper Connection to Philosophy of Education; Connection to Christian Faith; Use of Sources criteria | 90% of students will score 80% or higher | Every Fall |

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Content pedagogy not linked
EDUC 420 not linked

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional

support/resources for students.

We need to look again at linkages. In December 2021, it appeared that we had all of the measures linked, but they are not showing now.

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

We are frustrated with the linkages. We hired someone in the fall to handle setting this up for us and it appeared that she had it all set up correctly, but the linkages did not work in many instances. This will be a priority for the admin asst and the new director of teacher education starting this summer.

Assessment Rubric

1
Process

| | 1 | 2 | 3 | 4 |
|--|--|--|--|--|
| Is the plan being implemented faithfully and revised as needed? | <p> Assessment plan is not implemented.</p> | <p> Most aspects of plan are being implemented or all aspects are implemented to some degree.</p> | <p> Assessment plan is fully implemented.</p> | <p> Plan is faithfully executed and modified/evaluated as needed.</p> |

2 Explanations:

3 **Engagement**

| | 1 | 2 | 3 | 4 |
|--|---|---|--|--|
| Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process? | <p></p> <p>Limited involvement beyond chair/director</p> | <p></p> <p>All educators contributing to the curriculum are aware of process and results</p> | <p></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p> | <p></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p> |

4 Explanations:

5 **Program Learning Objectives**

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
|--|---|---|---|---|

| | 1 | 2 | 3 | 4 |
|--|--|--|--|--|
| <p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p> | <p style="text-align: center;">○</p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p> | <p style="text-align: center;">○</p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p> | <p style="text-align: center;">○</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p> | <p style="text-align: center;">○</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p> |

6 Explanations:

7 **Measures**

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |

| | 1 | 2 | 3 | 4 |
|---|--|--|--|--|
| <p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p> | <p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p> | <p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p> | <p>○</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p> | <p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p> |

8 Explanations:

9 **Targets**

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |

| | 1 | 2 | 3 | 4 |
|---|----------------------------------|--|--|---|
| <p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p> | <p>Some targets are missing.</p> | <p>Targets are arbitrarily chosen or reflect minimal expectations.</p> | <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p> | <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p> |

10 Explanations:

11 **Timeline**

| | 1 | 2 | 3 | 4 |
|--|---|---|--|--|
| <p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p> | <p>Not identified clearly for all measures.</p> | <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p> | <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p> | <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p> |

12 Explanations:

Action Plan

| | 1 | 2 | 3 | 4 |
|--|---|---|--|--|
| <p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p> | <p>○</p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p> | <p>○</p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p> | <p>○</p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p> | <p>○</p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p> |

14 Explanations:

15 **Dissemination**

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |

| | 1 | 2 | 3 | 4 |
|---|--|---|---|--|
| <p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p> | <p style="text-align: center;">○</p> <p>No record of assessment results and changes made as a result of assessment findings.</p> | <p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p> | <p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p> | <p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p> |

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

it appears that there were a lot of problems linking the assignments and so gathering data for a lot of areas. Hopefully this can get corrected so we have things ready to go next year. I'm unclear on whether there needs to be an action plan for the PHilosophy of Education paper in PLO #02 - Students will develop specialized knowledge, and disciplinary expertise for teaching. You note that this target was not met, but there's nothing in the action plan area. Regarding the action plan that has the Education department following up for PLO #01 - Foundational concepts and theories in the field of education, I'm going to assume that Christina needs to follow up and make sure this gets done for the TEP assessment. I'm not sure how much overlap there is between that assessment and what EDUC does, so I don't want the change to slip through the cracks.

CLOSE AND EXIT