

Education Master

 Program-1658

Annual Assessment Plan

1

2 PLO #5 - Design a Positive Classroom Environment

Students will design a positive classroom environment (Consistent with Danielson Domain 2) (SLO 5)

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
Introductory: EDUC 203 Flip Grid	90% of students will score 80% or higher	Every Odd Spring
Developing: EDUC 420 Classroom Environment Plan	90% of students will score 80% or higher	Every Year
Mastery: EDUC 420 Portfolio: Classroom Environment Domain: Goal and Artifact Rubric Criterion	90% of students will score 80% or higher	Every Year
Mastery: EDSP 399 Positive Behavior Kit	90% of students will score 80% or higher	Every Odd Spring
Mastery: EDSP 399 Behavior Intervention	90% of students will score 80% or higher	Every Odd Spring
Introductory: EDSP 307 Plan to Support Learner Behavior	90% of students will score 80% of higher	Every Even 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 420, Portfolio Classroom Environment Domain: Goal and Artifact Rubric
Criterion: 100% met, 33/33

- 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.

No action needed

- 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.

No action needed

3 **PLO #4 - Effective Instructional Planning and Preparation**

Students will demonstrate effective instructional planning and preparation (consistent with Danielson Domain 1) (SLO 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
Introductory: EDUC 330 Unit Plan	90% of students will score 80% or higher	Every odd fall
Developing: EDSP 398 Pre-Apprenticeship Project	90% of students will score 80% or higher	Every even spring
Developing: EDSP 398: IEP	90% of students will score 80% or higher	Every odd spring
Mastery: EDSP 409: Reevaluation Report	90% of students will score 80% or higher	Every Even Spring
Mastery: EDUC 420 Portfolio Domain 1	90% of students will score 80% or higher	Every Year
Introductory: EDUC 331 Unit Plan	90% of students will score 80% or higher	Every Odd Fall
Developing: EDUC 342 Integrative Plan	90% of students will score 80% or higher	Every Even 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 330 Unit Plan part II: Met 100% 38/38—numbers don't match AEFIS pulled 21/21

EDUC 331 Unit Plan: **Did not meet, 87.50% 7/8 This is a low N**

EDSP 398, Pre-Apprenticeship project: Met 100% 20/20

EDSP 409, Re-Evaluation Plan: 100% 16/16

EDUC 420, Portfolio: Instructional Planning and Preparation Domain: Goal and Artifact Rubric Criterion: Met 100% 31/31

- 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.

Because of low number enrolled in EDUC 331, no action planned.

- 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.

No actions needed.

4 **PLO #6 - Effective Instructional Practices**

Students will demonstrate effective instructional practices (Consistent with Danielson Domain 3) (SLO 6)

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
Introductory: EDUC 305 Microteaching Assignment	90% of students will score 80% or higher	Every Odd Fall
Developing: EDUC 302 Portfolio Project	90% of students will score 80% or higher	Every Even Spring
Developing: EDUC 304 Portfolio Project	90% of students will score 80% or higher	Every Even Spring
Mastery: EDUC 420 Portfolio Domain 3	90% of students will score 80% or higher	Every year
Introductory: EDUC 301 Guided Reading Demonstrations	90% of students will score 80% or higher	Every Even Fall
Introductory: EDSP 397 Math Intervention Lesson	90% of students will score 80% or higher	Every Odd Fall
Developing: EDUC 301 Intervention Portfolio	90% of students will score 80% or higher	Every Odd Fall
Developing: EDUC 303 Intervention Portfolio	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 305, Microteaching Assignment. Met 100% 9/9
EDSP 397, Math Intervention Lesson, Met 100% 17/17
EDUC 303, Intervention Portfolio, Met 100% 36/36
EDUC 302, Portfolio Project, Met 100% 34/34
EDUC 304, Portfolio project, Met 97% 33/34
EDUC 420, Portfolio: Instructional Delivery Domain: Goal and Artifact Rubric Criterion:
Met 96.77% 30/31

- 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.

No action plans needed

- 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.

No action plans needed

5 **PLO #8 - Principles of Reconciliation, Justice, and Cultural Intelligence**

Students will integrate principles of reconciliation, justice, and cultural intelligence with professional practice. (SLO 8)

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
Introductory: EDSP 207 LFS Map Course obj #1	90% of students will score 80% or higher	Every Odd Fall
Developing: EDUC 208 Interviewing an EL Research Paper	90% of students will score 80% or higher	Every Even Spring
Mastery: EDUC 346 Narrative Intersectionality Paper	90% of students will score 80% or higher	Every Even Spring
Mastery: EDSP 397 Social Justice Paper	90% of students will score 80% or higher	Every Even 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.

EDSP 207, LFS Map Course Objective #1: **Did not meet. 84.62% 11/13**
EDUC 208, Interviewing and EL Research Paper: Met. 100% 24/24
EDUC 346, Intersectionality final: Met 100% 16/16

- 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.

No action plans needed

- 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.

N/A

6 **PLO #1 - Foundational Concepts and Theories in Education**

Students will recognize foundational concepts and theories in the field of education. (SLO 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
Introductory: EDUC 203 LEAP #2 Criterion 1	90% of students will score 80% or higher	Every Even Fall
Developing: EDSP 207: Final Exam	90% of students will score 80% or higher	Every Odd Spring
Mastery: 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: **Did NOT meet: 80% 16/20**

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.

This exam score is comparable to past semesters/sections so I do not think that this is an anomaly with this group of students. I have two exams in the course. Students are permitted to use 1 sheet of notes while taking either exam. The intent is that the exam is focused on application of ideas as well as evidence of independent reading of the course texts. When I reviewed the exam questions, I threw out three questions (for a total of 5 points). For those three questions, the difficulty index was 0.56 or less. The extra five points were added as another bonus assignment, not factored in the score uploaded to AEFIS. Two of the questions were true/false and I wonder if the wording was confusing. I will rewrite those questions for next semester.

- 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.

Tina will rewrite true/false questions for next semester, but otherwise continue with current rigor.

- 7 **PLO #3 - Research Effective Discipline-Specific Practices**
Students will research effective discipline-specific practices. (SLO 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
Introductory: EDSP 207 Exceptionality Research Presentation	90% of students will score 80% or higher	Every Odd Fall
Developing: EDSP 397: Teaching Practice Critique	90% of students will score 80% or higher	Every Even Fall
Mastery: EDUC 302: Inquiry Project	90% of students will score 80% or higher	Every Odd Spring
Developing: EDUC 307: Teaching Practice Critique	90% of students will score 80% or higher	Every Even Fall
Mastery: EDUC 305: Disciplinary Literacy Assignment	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, Disability Lessons: Met 100% 9/9

- 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.

No action needed.

- 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.

N/A

8 **PLO #2 - Specialized Knowledge and Disciplinary Expertise for Teaching**

Students will develop specialized knowledge, and disciplinary expertise for teaching. (SLO 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
Introductory: EDUC 226 Philosophy Paper	90% of students will score 80% or higher	Every Odd Spring
Introductory: EDSP 397 Literacy Intervention #2: Curriculum Map	90% of students will score 80% or higher	Every Even Fall
Developing: EDUC 302 Exam #1 and Exam #2	90% of students will score 80% or higher	Every Odd Spring

Measures	Targets	Timeline
Developing: EDSP 399 Final Exam	90% of students will score 80% or higher	Every Even Spring
Mastery: Certification Exams	90% first time pass rate on certification exams	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.

EDSP 399, final exam reflection items 2 and 3: Met, 94% 16/17: much improved approach this year using "new quizzes" upload feature, requiring reflection document.

TEP, certification exams for 2021 graduates: Not Met 89%, 33/37 2021 Education Majors passed certification exams by 9/2021: The four who did not pass, did not TAKE the certification tests, so this is not a case of people failing the test, just not taking it. 1 earned certification in another state and did not pursue PA certification. 2 took education-related jobs but did not pursue teacher certification. We lost track of the 4th one, who does not respond to inquiries from faculty or Career and Professional Development Center, and does not appear to be on Social Media. 100% of those who took the certification tests, passed the certification tests.

- 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.

Because this result was because of students who did not even take the assessment, we plan no responsive action.

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.

No action plans needed.

9 PLO 10 - Integration of Faith with Educational Practice

Students will articulate integration of faith with educational practice. (SLO 10)

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
Introductory: EDUC 203 LEAP #1	90% of students will score 80% or higher	Every Odd Spring
Developing: EDUC 302 Faith component of Inquiry Project Assignment	90% of students will score 80% or higher	Every Even Spring
Mastery: EDUC 420 Faith Integration Paper	90% of students will score 80% or higher	Every Fall

Measures	Targets	Timeline
Mastery: EDSP 399 Reflection Critique	90% of students will score 80% or higher	Every Spring
Introductory: EDUC 203 LEAP #2	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.

EDUC 302, Inquiry Project Assignment: Faith Component: 100% 46/46
 EDUC 420, Philosophy of Education Paper: Met 93.55% 29/31
 EDSP 399, Item # 6 of final exam, Reflection Critique about faith: Met 100% 17/17

- 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.

No actions needed

- 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.

No actions proposed.

10 PLO #7 - Professional Responsibilities

Students will demonstrate professional responsibilities (Consistent with Danielson Domain 4) (SLO 7)

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
Introductory: EDSP 307 Professional Development Goals	90% of students will score 80% or higher	Every Even Fall
Developing: EDUC 305 Article/Case Study/Interview	90% of students will score 80% or higher	Every Even Fall
Mastery: EDUC 420 Portfolio Domain 4	90% of students will score 80% or higher	Every year
Introductory: EDSP 398 Community Collaboration Project	90% of students will score 80% or higher	Every Odd Spring
Developing: TEP 314 Domain 4 scores of Junior Final Eval	90% of students will score 2 or fewer U's or B's	Every spring
Mastery: EDSP 399 Reflection Critique	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 314, Junior Final Evaluation: Domain 4 Scores: NOT MET- 61.11% juniors received final evaluation Domain 4 scores with 2 or fewer U's or B's.

Due to the pandemic, this cohort did not go into the field for sophomore field experiences. TEP notes growth from fall to spring, TEP 314. TEP noted that 8 students struggled with scores of B's but no students received scores of U. Of those 8 who struggled, TEP noted patterns:

1. Demonstrating initiative (4)
2. Processes verbal, written, and non-verbal communication and responds appropriately (3)
3. Exhibits self-confidence and poise as a teacher (3)
4. Identifies specific ways in which a lesson might be improved (3)

- 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.

Faculty decided to include a shared syllabus statement about professionalism, consistent with Danielson domain 4. Melinda will draft, and Tina will edit and then share with all faculty. For this cohort, the instructor of EDUC 420 plans to model expectations. Some faculty will include conversations about professionalism. Faculty of juniors will encourage meaningful use of TEP weekly goals and reflections. When we interact with a student who is not being professional, we will identify that for the student, and inform the Dept. Chair.

- 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.

Faculty decided to include a shared syllabus statement about professionalism, consistent with Danielson domain 4. Melinda will draft, and Tina will edit and then share with all faculty. For this cohort, the instructor of EDUC 420 plans to model expectations. Some faculty will include conversations about professionalism. Faculty of juniors will encourage meaningful use of TEP weekly goals and reflections. When we interact with a student who is not being professional, we will identify that for the student, and inform the Dept. Chair.

11 **PLO 9 - Self-Determined Goals in Educational Performance**

Students will articulate self-determined goals in domains of educational performance (preparation, environment, instruction, and professionalism) (SLO 9)

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
Introductory: TEP 312 weekly goals	90% of students will score 10/30 or higher on week 1.	Every fall

Measures	Targets	Timeline
Introductory: TEP 316 weekly goals	90% of students will score 10/30 or higher on week 1.	Everyfall
Mastery: EDUC 420 Portfolio Reflection Essay Criterion	90% of students will score 80% or higher	Every fall
Introductory: TEP 312 weekly goals	90% of students will score 22/30 or higher on week 12.	Every fall
Mastery: EDSP 399 Reflection Critique	90% of students will score 80% or higher	Every spring
Introductory: TEP 316 weekly goals	90% of students will score 22/30 or higher on week 12.	Every fall
Developing: TEP 314 weekly goals	90% of students will score 22/30 or higher on week 12.	Every Spring
Developing: TEP 318 weekly goals	90% of students will score 22/30 or higher on week 12.	Every spring
Developing: TEP 432 weekly goals	90% of students will score 25/30 or higher on week 12.	Every fall
Developing: TEP 433 weekly goals	90% of students will score 25/30 or higher on week 12.	Every fall
Developing: TEP 434 weekly goals	90% of students will score 25/30 or higher on week 12.	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.

EDSP 399, Item # 4 of final exam, Reflection Critique on Behavior Goals: Met 100% 17/17. Responding to last year "closing the loop", Dr. Burchard modeled reflective practices, showed exemplars, stressed expectations. Also edited how submitted through final exam upload item to see if this helps students take more seriously.



EDUC 420, Portfolio: Portfolio Reflection Essay Criterion: Met **Met, 96.88%, 30/31**
TEP weekly goals targets: Met all ranging from 94% to 100%, but our targets don't work well.

- 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.

In fall, Education Department will reconsider the targets used with the TEP weekly goals measures on this PLO.

- 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.

In fall, Education Department will reconsider the targets used with the TEP weekly goals measures on this PLO.

- 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.

As a full department, the faculty will address the following concerns/ priorities:

1. supporting development of professional dispositions-- all faculty will share a syllabus statement, identify problem behaviors, reporting those to Dept Chair.
2. cultural responsiveness-- each full-time faculty member will address cultural responsiveness with a PDPR goal. (department level goal)
3. instructional technologies-- Dept Chair will model uses of technologies in Department meeting. (department level goal)

1

Process

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

2

Explanations:

Bev and Melinda collaborated closely and worked with Assessment Grad Assistant or Kate Oswald-Wilkens to properly link CANVAS assessments to AEFIS, problem-solve proactively, and lead department discussions concerning how assessment results guide next actions.

3

Engagement

	1	2	3	4

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	 Limited involvement beyond chair/director	 All educators contributing to the curriculum are aware of process and results	 All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	 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.

4 Explanations:

Yes. Bev and Melinda collaborated closely and worked with Assessment Grad Assistant or Kate Oswald-Wilkens to properly link CANVAS assessments to AEFIS, problem-solve proactively, and lead department discussions concerning how assessment results guide next actions. We sought "closing the loop" statements in advance of department meetings so meeting time could be more devoted to discussion of concerning patterns and collaborations on problem-solving actions.

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:

Yes. Well aligned. As we anticipate revisions to PLOs with any future general education updates, we might want to reduce our number of assessments linked to each PLO, but we can save that idea.

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 style="text-align: center;"></p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p style="text-align: center;"></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 style="text-align: center;"></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 style="text-align: center;"></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:

Faculty made appropriate adjustments this year in response to last year's process and things that needed improvements.

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 style="text-align: center;"></p> <p>Some targets are missing.</p>	<p style="text-align: center;"></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p style="text-align: center;"></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p style="text-align: center;"></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:

In fall, we need to reconsider the targets for TEP weekly goals. As stated those made lots of extra work for Carol Wickey. Involve her in that planning.

11 **Timeline**

	1	2	3	4

	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><input type="radio"/></p> <p>Not identified clearly for all measures.</p>	<p><input type="radio"/></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><input type="radio"/></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p><input checked="" type="radio"/></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:

Workable, though one day it would be nice to pull a bit less data for each PLO.

13 **Action Plan**

	1	2	3	4

	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>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</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>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>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:

Department discussion of action plans was well reasoned and taken quite seriously.

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><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input type="radio"/></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><input checked="" type="radio"/></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><input type="radio"/></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:

Assessment outcomes were shared through one Special Education newsletter this year. Assessment results are shared with the Special Education Advisory Board.

Additional Feedback

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

CLOSE AND EXIT

