

Student Outcomes Assessment and Success Report AY2017-18 *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

Unit/Program Name: Teaching & Learning / Elementary Education B.A., B.S. **Contact Name(s) and Email(s)** Melissa Nail, Melissa.Nail@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p>
<p>1. Outcome 1:1: Candidates know, understand and use the major concepts, principals, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>The Teacher Work Sample ELED 457, Capstone</p>	<p>For Fall 2017, using a three-level rubric, students must attain a score of "2" on each criterion to be deemed proficient; at least 90% of students in the program will attain this benchmark. For spring 2018, using a four-level rubric, students</p>	<p>Fall 2017 (N=8)</p> <ul style="list-style-type: none"> All students scored 2 or above on each criterion <p>Spring 2018 (N=39)</p> <ul style="list-style-type: none"> Over 90% of the students earned a score of 3 or 4. 2 students (5.1%) scored 2 on the criterion for Understanding Learners. 	<p>The performance assessment rubric was modified from a three-level rubric to a four-level rubric to better identify students strengths and weaknesses, provide better feedback to candidates, and thus, ultimately, improve</p>

		must attain a score of "3" on each criterion to be deemed proficient; at least 90% of students in the program will attain this benchmark.	<ul style="list-style-type: none"> • 2 students (5.1%) scored 2 on the criterion for Student Characteristics. • 3 students (7.7%) scored 2 on the criterion for Adaptations for Diversity. • 2 students (5.1%) scored 2 on the criterion for Instructional Planning. 	candidate performance.
2. Outcome 3.1: Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	The Final Evaluation of Student Teaching ELED 400, Theory to Practice ELED 451, Supervised Teaching ELED 453, Supervised Teaching	Using a three-level rubric, students must attain a score of "2" on each criterion to be deemed proficient; at least 90% of students in the program will attain this benchmark.	<p>Fall 2017 (N=23)</p> <ul style="list-style-type: none"> • All students scored 2 or above on each criterion <p>Spring 2018 (N=145)</p> <ul style="list-style-type: none"> • Over 90% of the students earned a score of 2 or 3 • 1 - student (0.07%) scored 1's on up 20 of the 38 criteria • 2 students (1.4%) scored 1's on two of the 38 criteria 	<p>Students' performances are monitored and students not meeting expectations are put on individual professional growth plans.</p> <p>Future data will be disaggregated by course to better understand candidates' growth in the program.</p>
3. Outcome 4:1: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	The Teacher Work Sample ELED 457, Capstone	For Fall 2017, using a three-level rubric, students must attain a score of "2" on each criterion to be	<p>Fall 2017 (N=8)</p> <ul style="list-style-type: none"> • All students scored 2 or above on each criterion <p>Spring 2018 (N=39)</p>	The performance assessment rubric was modified from a three-level rubric to a four-

		<p>deemed proficient; at least 90% of students in the program will attain this benchmark. For spring 2018, using a four-level rubric, students must attain a score of “3” on each criterion to be deemed proficient; at least 90% of students in the program will attain this benchmark.</p>	<ul style="list-style-type: none"> • Over 90% of the students earned a score of 3 or 4. • All students scored 3 or 4 on the criterion of Pre and Post Tests, and Daily Formative Assessments and on the criterion of Data Based Instructional Adjustments. • 1 student (2.6%) scored a 2 on Modifications Based on Daily Analysis of Learner Differences • 2 students (5.1%) scored 2.s on the criterion of Pre and Post Tests Analysis. • 3 students (7.7%) scored 2’s on reflecting on Instructional Strategies, Activities and Assessments. 	<p>level rubric to better identify students strengths and weaknesses, provide better feedback to candidates, and thus, ultimately, improve candidate performance.</p>

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.

Notes

- a. Use your outcomes library as a reference.

- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark”).

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

The data indicates that by completion, candidates are meeting expectations and demonstrating proficiency in their learning. Candidates are able to plan and implement effective lessons which have a positive impact on their students’ learning. This is evidenced by their performance in completing the Teacher Work Sample, their performance in the clinical setting as evaluated by their supervising teacher using the Final Evaluation of Student Teaching, and the Professional Dispositions Rubric.

During the coming year, through the Open Pathways Grant, we will focus on strengthening the clinical experience. We will explore the use of competency based practices and performance assessments to continue to improve the quality of our program.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. We will increase student success on the CASA to retain more students who declare a major in elementary education	Education Student Services was reorganized to create a coordinator of recruiting and advising to provide CASA support, advising pre-BCP 1, NSO, and recruitment.	We will track data on the number of students who declare pre-elementary education compared to the number who are accepted into the college.		

(preeducation) in the major.				
2. We will increase student success on core test.	Education Student Services was reorganized to create a coordinator of retention and completion providing advising post BCP 1, core test support, and licensing support.	We will track and analyze student pass rates on the core test for licensure.		
3. We will increase student success in core courses in the major.	Education Student Services was reorganized to create a coordinator of scholarships and partnerships who will facilitate a mentoring experience and coordinate professional development experiences.	We will track data on pass rates in core courses and student success on key assessments.		

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

Data supports the conclusion that our program prepares our candidates to meet or exceed the expectations set forth by the standards of our accrediting agency. Our candidates are successful at planning and implementing lessons to promote the learning of their students. The clinical experiences with the rigorous assessment measures documents our candidates’ success. This process ensures that our graduates are well prepared to start and be successful in their careers.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.

The Elementary Education M.Ed. program (8585) only had one student in Fall 2017. No report has been created from the data of this one student. The master’s degrees were combined such there is now only one master’s degree but with different concentration areas.

Dear Melissa,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Elementary Education, Undergraduate	
Assessment Practice Overall Rating: Mature (2.125/3.00)	
Student Success Practice Overall Rating (notes below in blue): Developing (1.00/3.00)	
Strengths	Recommendations
<ul style="list-style-type: none">• Your learning outcomes are clearly stated despite being quite large. The measures paired to assess them are sufficiently complex to address the breadth of the outcomes.• Thank you for attaching descriptions of the measures used to address student learning. These were thoroughly detailed, including useful information about the quality of the measure and the information yielded.• Good description of the changes made to the rubric and thus the performance targets.• Congrats to your faculty and students for overall strong performance.• Clear, concise, and relevant goals for student success are provided.• The information about Educational Student Services critical role in all student success goals is good.	<ul style="list-style-type: none">• Consider adding a note in the Learning Outcomes column to indicate which CAEP standards each LO relates. This might prove helpful in future accreditation cycles for transferring the needing data.• Detailing some of the additional information you were able to gain from switching from the 3-point to 4-point rubric scale would be a great way to evidence the added value of that decision. I am sure this information exists elsewhere, so it's not necessary to be extensive in this type of summary report. Just a short note would add insight.• Additional details on how this information is shared with program faculty and how their input shapes decisions made based on these findings would improve the use of this report in the next cycle.• A little more information about how ESS is specifically related to the student success goals would be helpful ensuring the goals are actionable. For example, for the third goal mentoring and professional development are listed as strategies, with key assessments and pass rates as outcomes. A little more information on how mentoring and/or professional development are intended to improve in-class performance would provide clarity on action steps that need to be taken.

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| | <ul style="list-style-type: none">• Good information overall – this plan is “developing” since it is new and no data is yet available for discussion or use. Looking forward to seeing progress next year. |
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Assessment Scoring Rubric is included below. Student Success Scoring Rubric is included on the last page for reference only. Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary