Student Outcomes Assessment and Success Report AY2018-19 *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: Teaching and Learning MEd **Contact Name(s) and Email(s)** Yong Joon Park, yongjoon.park@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	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?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Candidates will identify components of educational research including: basic concepts, the research process, procedures, collecting & analyzing data, commonly used methodologies in qualitative, qualitative, or mixed methods and will demonstrate their understanding by designing a research investigation. (G1, G2, G3, G5)	Candidates used their knowledge of basic research concepts and methodologies to design a research investigation. EDUC 610, Research in Education	Scores of 80% and above on the research investigation.	Spring 2019 (N=19) • 2 students earned 100% • 17 students earned between 80 and 90% Summer 2019 (N=21) • 2 students earned 100% • 18 students earned between 80 and 99% • 1 student earned between 70 and 75%	At this point, we will be considering the few students who earned under 80% for any assignment/activity to determine if it appears to be an anomaly or if changes need to be made to the course/assignment/activity.
2. Candidates will identify the concept of curriculum, identify and articulate curriculum in American schools from both historical and current perspectives.	Candidates conducted a curriculum analysis project. EDUC 660, Curriculum Fundamentals	Scores of 80% and above on the curriculum analysis project.	Spring 2019 (N=0)	At this point, we could not offer this course because of the low enrollment.

Candidates will examine and articulate multiple approaches to curriculum development and implementation (G1, G2, G4)				
3. Candidates will develop knowledge of research methodologies and ethics as well as quantitative and qualitative approaches and use this knowledge to draft a proposal of an action research project (G3, G4, G5)	Candidates drafted a proposal of an action research project after applying multicultural educational theories and best practices to identify, define, and solve problems in teaching & learning contexts EDUC 775, Action Research in Education	Scores of 80% and above on the action research project.	Summer 2019 (N=0)	At this point, we could not offer this course because of the low enrollment.

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.*

Helpful Hints for Completing this Table
   a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
   b. Each outcome should 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 should 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. Describe or attach any evaluation tools such as rubrics, scales, etc.
   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: Review of Student Success Data & Activities
Use Blue Reports to generate the following information (as well as any other information helpful to you):
   1) Cohort Sizes = 9   2) Year-to-Year Retention = 40%   3) 5-Year Graduation Rate NA

What worked well in supporting student success this year?

For the most part, our students appear to understand and complete assignments/activities at a high level. We need to investigate whether the few who score between 70 and 80% had personal issues or curricular issues. If they were curricular issues, we need to make changes to the curriculum/coursework.

What are the most significant opportunities for improvement upon which to focus in the coming year?

For the coming year, we will focus on sharing this data (it's the second year this report has been completed) and the best way to make corrections for the coming year. The information will be shared during faculty meeting(s).

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)
Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email.

Part 2: Continuous Quality Improvement
Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:
   1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
   2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
   3) **what your assessment plan will focus on in the coming year**
   4) **how this information will be shared with other stakeholders**

We are initiating these three goals as a first step to an organized ongoing process of continuous quality improvement for the Teaching & Learning MEd program. The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world.

1) The Med program Assessment Plan and Rubric has enabled students to demonstrate the following 4 goals of InTASC:

   a. Learner and Learning Environment
   b. Content & Content Application
   c. Instructional Practice
   d. Professional Responsibility

We believe that these goals will positively impact student success by providing consistent monitoring of student progress which will ultimately provide for both a stronger bond between advisors and students as well as having a pro-active approach to scheduling issues that could lead to delayed graduation.

2) **Findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**

Based on the assessment data, students have demonstrated the knowledge necessary to create, use, assess, and manage theoretical and practical applications of Teaching and Learning and processes in real classroom settings. Student work samples and action research based academic papers can be provided as evidence that learning is improving.

3) **What your assessment plan will focus on in the coming year**

In the previous year, the program is newly created. It has redesigned the Assessment Plans and Rubrics by aligning InTASC Standards. Students taking courses offered in the program may choose to follow InTASC standards. The program will be looking at the Assessment Plan (both the Student Outcomes and all relevant indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university and state.

4) **How this information will be shared with other stakeholders**

The information will be shared through course announcements, social media/email communications, website news, school meetings, social events,
and professional development workshops with other stakeholders.

Dear Yong,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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: M.Ed. Teaching & Learning	Overall Rating: Mature (2.06/3.00)
Strengths	**Recommendations**
- Learning outcomes are clear, specific, and measureable and are aligned with the Graduate Student Learning Outcomes. - Clear information provided about courses and assignments to be used for assessment. - Clear expectations for performance are provided, and actual performance is reported relative to expectations. - Good response to investigate more about the causes of the one student who didn't meet expectations rather than make major curricular or instructional changes based on limited data. - Good information provided about plans to share assessment findings widely.	- Consider changing the assessment plan to take points of data from courses that typically do not face cancellation due to low enrollment. A clear plan for this will strengthen assessment moving forward. - Provide information about how student performance on assignments was evaluated (e.g., was a rubric used, etc.?).

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

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