

Student Learning Summary Form AY2015-16

Degree Program: Master of Elementary Education

Part One

<p>What learning outcomes did you assess this year?</p>	<p>What method(s) did you use to determine how well your students attained the outcome? In what course or other experience did the assessment occur?</p>	<p>What expectations did you establish for achievement of the outcome?</p>	<p>What were the actual results?</p>	<p>Who was responsible for collecting and analyzing the results? How were they shared with the department?</p>
<p>1. Related to ISU Graduate Outcomes/Goals: Students achieve mastery of knowledge and skills required in their discipline, including the use of appropriate tools. --Learning Outcome: NBPTS: Teachers know the subjects they teach and how to teach those subjects to students.</p> <p>2. Related to ISU Graduate Outcomes/Goals: Students recognize and act on professional and ethical challenges that arise in their field or discipline. --Learning Outcome: NBPTS: Teachers are</p>	<p>Students completed a set of Literacy Actions with children in EEd 686.</p> <p>Students completed an Advanced Action Research Project in EEd 682. Students' Professional Dispositions, Attitudes and Actions toward Diversity, as well as their knowledge and use of technology,</p>	<p>80% of students will receive a rating of Meets or Exceeds Expectations on a rubric supplied at the beginning of the semester in each course for each assignment.</p>	<p>100% of EEd 686 students (N=6__ met the outcome during AY 2015 from one ISU professor's cohort.</p> <p>100% of EEd 682 students (N=__) met the outcome during AY 2015 from one ISU professor's cohort.</p>	<p>ISU course instructors in the EEd faculty in the department were responsible for EEd course assessments. Results are shared at least annually at a meeting of the full faculty. Results are also shared at monthly Graduate committee meetings, particularly the first meeting in the fall and the first meeting in the spring.</p>

<p>committed to students and their learning. --Learning Outcome: NBPTS: Teachers are responsible for managing and monitoring student learning. --Learning Outcome: NBPTS: Teachers think systematically about their practice and learn from experience.</p> <p>3. Related to ISU Graduate Outcomes/Goals: Students recognize and act on professional and ethical challenges that arise in their field or discipline. --Learning Outcome: NBPTS: Teachers are responsible for managing and monitoring student learning. --Learning Outcome: NBPTS: Teachers think systematically about their practice and learn from experience.</p> <p>4. Related to ISU Graduate Outcomes/Goals: Students engage in and meaningfully contribute to</p>	<p>were assessed on a survey instrument;</p> <p>Students created and presented professional workshops on critical topics in current literacy research in EEd 670.</p> <p>Students completed a Literacy Case Study in EEd 685. Students' Professional Dispositions,</p>		<p>100% of EEd 670 students (N=___ met the outcome during AY 2015 from one ISU professor's cohort.</p> <p>100% of EEd 685 students (N=6) met the outcome during AY 2015 from one ISU professor's cohort.</p>	
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<p>diverse and complex communities and professional environments. Related to ISU Graduate Outcomes/Goals: Students demonstrate professional communication proficiencies. --Learning Outcome: NBPTS: Teachers are members of learning communities.</p>	<p>Attitudes and Actions toward Diversity, as well as their knowledge and use of technology, were assessed on a survey instrument</p>			
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***NBPTS = National Board of Professional Teaching Standards**

Detailed assessment results and departmental meeting minutes are available upon request.

Part Two

In no more than half a page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, the departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinators feedback on last year's summary; and 3) what your assessment plan will focus on in the coming year.

1. In EEd graduate courses, as a result of ISU instructors' assessments of projects, the data from course rubrics show that students can achieve goals independently on a variety of disciplinary and pedagogical responsibilities by combining their knowledge and skills in child development, best practices in instruction, and assessment, both state required and teacher-made.
2. In the EEd graduate program for 2016-2017, changes are being considered to specific courses affected by the joining of two departments into one; some courses may need to be combined or banked to eliminate duplication of content. For example CIMT660 and ELED 660 both teach basic curriculum. It will be more efficient to offer a single curriculum course, consequently a new course EDUC660 will be developed to replace both courses. Three courses have been identified that could be combined.

In addition, each program (Masters in Elementary Education, Masters in Curriculum and Instruction, Masters in Literacy, Masters in Special Education, and Masters in Assessment) often have duplicate required courses with a section of specialization courses. Plans are in process to combine the above Master level programs into one Master of Education program offering several concentrations to more effectively utilize departmental resources and staff. Core course instruction will be shared by professors in each specialization

Another change includes the addition of certificate areas to attract students who need to add an area of expertise specific to the needs of their school corporation's current expectations. These areas will include topics like Behavior Management or Assessment.

A third set of changes may be required by state mandate.

3. The assessment plan will remain the same while we revise the program as stated in #2 and as we learn about the changes required for new assessment requirements.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Master's of Education in Elementary Education Date: 7.13.16

	Level 0 - Undeveloped	Level 1 - Developing	Level 2 - Mature	Level 3 - Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input checked="" type="checkbox"/> An Outcomes Library was provided. <input checked="" type="checkbox"/> Some of the outcomes are specific and measurable. <input checked="" type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if

				<p>necessary) by the faculty and other stakeholders.</p> <p><input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input checked="" type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Performance goals are identified, but they are not specific.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Sufficient information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p>	<p><input type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p>

				<input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure provides clear evidence of what students know/can do. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	<input type="checkbox"/> No data are being collected.	<input checked="" type="checkbox"/> Some data are being collected.	<input type="checkbox"/> Data are being collected and analyzed.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and

	<input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input checked="" type="checkbox"/> Some data are being analyzed. <input checked="" type="checkbox"/> Some results are provided. <input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input type="checkbox"/> Results are provided. <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<p>interpretation of results are provided to demonstrate the validity of the assessment process.</p> <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input checked="" type="checkbox"/> Plans for improvement are provided, but they do not clearly connect to the results or are too vague to implement.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other

		<input checked="" type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 - Undeveloped	<input checked="" type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 - Mature	<input type="checkbox"/> Level 3 - Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

Thanks for referencing the graduate learning goals, but next time, fit them to your program's goals rather than the other way around. I do appreciate that you are using the National Board for Professional Teaching Standards, but as is, they are too broad and general to make clear exactly what you expect your students to know and be able to do. Can you craft more specific outcomes statements based on the standards? Your outcomes library includes only three outcomes, period. I assume it is not current?

2. Measures & Performance Goals

I see a clear relationship between outcome 2 and its assessment measure, which is nicely detailed. But I have difficulty seeing such a relationship between the other outcomes and measures. Does the set of Literacy Actions tell you all you need to know about students' grasp of their subject matter and teaching ability? Does a presentation on critical topics in literacy research demonstrate that students can manage and monitor student learning? There appears to be some mismatch here. Also, only one performance goal is set for seven outcomes. Isn't each project assessed according to a discrete checklist or rubric? You need to provide more detail in general, share links to supporting documents, and set up the table in Part One so that there is one outcome per row, each with a measure, expectations, and results. You absolutely may use the same measure to assess more than one outcome, but you need to explain why this is appropriate.

3. Results

The results are not clearly connected to the outcomes and measures; no rubrics are provided to demonstrate that the stated outcomes were assessed. Is this one small cohort representative of all majors?

4. Engagement & Improvement

It appears that all results came from a single course/instructor. However, the information is regularly shared with the graduate faculty and the faculty as a whole (a link to meeting minutes would substantiate this). Part Two generalizes that students are meeting the outcomes established for them and that some changes have been made. It is not clear they result from student learning assessment findings, but it certainly is important to address issues such as course overlap.

Thanks for sharing this information about your assessment program. I look forward to learning more next year!

