

BACHELOR OF ARTS IN EDUCATION STUDIES ANNUAL ASSESSMENT PLAN & FINDINGS
2011-2012 ACADEMIC YEAR

	<i>PLO 1</i> <i>Design Effective Curriculum and Instruction</i> <i>Design effective curriculum, instruction and assessment to meet the needs of diverse learners.</i>	<i>PLO 2</i> <i>Child and Adolescent Development</i> <i>Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains.</i>	<i>PLO 3</i> <i>Unique Needs of Special Learners</i> <i>Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs.</i>	<i>PLO 4</i> <i>Standards, Instruction and Assessment</i> <i>Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process.</i>	<i>PLO 5</i> <i>Research Skills</i> <i>Apply foundational research skills to a topic of interest in an area of education.</i>
<i>PSY 104</i>		M			I
<i>EDU 304</i>	I	R	I	I	
<i>EDU 324/HIS 324</i>	R	R	R		R
<i>ESE 370/PSY 370</i>		R	R		
<i>EDU 372/PSY 372</i>			R	R	R
<i>EDU 321</i>	M	R	M	R	
<i>EDU 371</i>	R		R	R	
<i>EDU 381</i>	M		R	M	
<i>EDU 382</i>	M		M	R	
<i>EDU 352</i>	M				R
<i>EDU 498</i>	M		M	M	M

I (Introduced), R (Reinforced), or M (Mastered).

ANNUAL ASSESSMENT PLAN FINDINGS					
PLO 1 - Design effective curriculum, instruction and assessment to meet the needs of diverse learners.					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: EDU 321 Final Project	70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	605	959	63%	3. DOES NOT MEET THE ACCEPTABLE TARGET

Direct Measure 2: EDU 498 Week 2 Assignment	70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	70	94	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 352 Week 2 Assignment	70% (of the sample selected) must score 80% or higher on EDU 352 Week 2 assignment.	211	280	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: EDU 381 Week 3 Assignment	70% or higher (of the sample selected) must meet or exceed 80% on the EDU 381 Week 3 assignment.	188	292	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 3: EDU 682 Final Paper	70% or higher (of the sample selected) must meet or exceed a 80% on the EDU 382 Final Paper.	207	261	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 4: End of Course Survey	70% or more of BA Education Studies students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include: <ul style="list-style-type: none"> • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor? 	76	87	87%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 2 - Demonstrate knowledge of child and adolescent development in the cognitive, social, physical, and emotional domains.					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: PSY 104 Final Paper	70% (of the sample selected) must score 80% or higher on PSY 104 Final Paper	768	1128	68%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Indirect Measure 1: End of Course Survey	70% or more of BA Education Studies students will express satisfaction on the End-of-Course survey for each course aligned with	114	127	90%	1. EXCEEDS THE ACCEPTABLE TARGET

	<p>mastery of a program outcome by indicating either “High Quality” or “Very High Quality.”</p> <p>The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor? 				
<p>PLO 3 Identify the unique needs of special learners and adapt curriculum and instruction to meet these needs.</p>					
<p>MEASURE</p>	<p>ACCEPTABLE TARGET</p>	<p>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</p>	<p>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</p>	<p>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</p>	<p>ASSESSMENT RESULTS:</p> <ol style="list-style-type: none"> 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA

Direct Measure 1: EDU 321 Final Project	70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	605	959	63%	3. DOES NOT MEET THE ACCEPTABLE TARGET
Direct Measure 2: EDU 498 Week 2 Assignment	70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	70	94	75%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 382 Final Paper	70% or higher (of the sample selected) must meet or exceed a 80% on the EDU 382 Final Paper.	207	261	79%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 2: End of Course Survey	70% or more of BA Education Studies students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include: <ul style="list-style-type: none"> • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor? 	76	87	87%	1. EXCEEDS THE ACCEPTABLE TARGET

PLO 4 Apply alignment practices of standards, instruction and assessment to identified academic, district and state standards, goals and priorities as part of the planning and material selection process.					
MEASURE	ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	TOTAL NUMBER OF STUDENT RECORDS OBSERVED	ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET	1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET 3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: EDU 498 Week 3 Assignment	70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	103	132	78%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: EDU 381 Final Project	70% or higher (of the sample selected) must meet or exceed a 80% on the EDU 381 Final Project.	189	292	65%	3. DOES NOT MEET THE ACCEPTABLE TARGET

<p>Indirect Measure 2: End of Course Survey</p>	<p>70% or more of BA Education Studies students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include:</p> <ul style="list-style-type: none"> • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor? 	<p>60</p>	<p>69</p>	<p>87%</p>	<p>1. EXCEEDS THE ACCEPTABLE TARGET</p>
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PLO 5 - Apply foundational research skills to a topic of interest in an area of education.

<p>MEASURE</p>	<p>ACCEPTABLE TARGET</p>	<p>TOTAL NUMBER OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</p>	<p>TOTAL NUMBER OF STUDENT RECORDS OBSERVED</p>	<p>ASSESSMENT RESULTS: PERCENTAGE OF STUDENT RECORDS MEETING ACCEPTABLE TARGET</p>	<p>ASSESSMENT RESULTS: 1. EXCEEDS THE ACCEPTABLE TARGET 2. MEETS THE ACCEPTABLE TARGET</p>
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					3. DOES NOT MEET THE ACCEPTABLE TARGET 4. INSUFFICIENT DATA
Direct Measure 1: EDU 498 Final Paper	70% or higher (of the sample selected) must be at the “Proficient” level or above on the evaluation of each rubric content criteria.	49	68	72%	1. EXCEEDS THE ACCEPTABLE TARGET
Indirect Measure 1: End of Course Survey	70% or more of BA Education Studies students will express satisfaction on the End-of-Course survey for each course aligned with mastery of a program outcome by indicating either “High Quality” or “Very High Quality.” The three questions used to gauge student satisfaction include: <ul style="list-style-type: none"> • How would you rate the quality of the course material? • How would you rate the quality of the course? • How would you rate the quality of the instructor? 	18	22	82%	1. EXCEEDS THE ACCEPTABLE TARGET
OVERALL RECOMMENDATIONS					

Across program learning outcomes, BA Education Studies students exceeded the acceptable targets for some 2011-12 assessment measures. Some students also exceeded or are approaching the ideal targets for 2011-12 assessment measures.

BA Education Studies students did not meet the acceptable targets set for the EDU 321 Final Project, EDU 381 Week 3 Assignment, or PSY 104 Final Paper content criteria for the PLOs (1, 2, 3, 4 and 5) with which they were associated. However, over 87% of students who took EDU 321 felt that the course, course material, and instructor were of high or very high quality. In addition, over 75% of students who took EDU 381 felt that the course, course material, and instructor were of high or very high quality. Finally, over 83% of students who took PSY 104 felt that the course, course material, and instructor were of high or very high quality. It may be useful for the Program Chair and College of Education Faculty to investigate these courses during their assessment findings review.

Overall, it is recommended that College of Education Faculty review the assessment plans (including measures used and targets set) in preparation for the 2012-13 assessment cycle. In particular, Faculty may want to review targets set for assignments in courses using Waypoint, those that are not yet using Waypoint, and all survey measures to ensure that these targets remain appropriate and meaningful.

ANNUAL ASSESSMENT PLAN ACTION ITEM STATUS REPORT

OUTCOME	MEASURE	KEY/RESPONSIBLE PERSONNEL	STATUS	ANTICIPATED DATE OF COMPLETION
4	<p><i>Lesson planning handbook, tutorial modules, and repository of resources and examples.</i></p> <p><i>Increase of student performance on the EDU 381 Final Project and the EDU 498 Week 3 Assignment.</i></p>	<p><i>Program Chair and College of Education faculty who are supporting this program. This action will also be supported by remote faculty and a member of the Learning Technology Specialist team.</i></p>	<p><i>Not Implemented</i></p>	<p><i>January 30, 2013: Prepare guidelines for lesson planning handbook.</i></p> <p><i>February 1-June 30, 2013: Create a draft of the handbook.</i></p> <p><i>June 30, 2013: Host faculty forum to share</i></p>

				<p>tools and teach faculty how to support students. Get input from faculty regarding handbook.</p> <p>July 1-August 30, 2013: Finalize handbook.</p> <p>August 30-December 31, 2013: Create modules and repository to support handbook.</p>
<p>Action Details</p>	<p>The program chair and the College of Education faculty who are supporting the BA Education Studies program will provide more lesson planning support to our students by creating a lesson planning handbook, tutorial modules, and a repository of resources and examples. The goal is to increase students' knowledge and ability to plan common core standards-based lessons for diverse student populations.</p> <p>Rationale: According to the 2011-12 data for the EDU 381 Final Project, 64.73% of students met or exceeded a score of 80%. For the EDU 498 Week Three Assignment, 78.09% of students met or exceeded the Waypoint score of "Proficient" or above. Both of these assignments require lesson planning. As such, it was evident that our students need more scaffolding and guidance with lesson planning skills. Effective lesson planning is an essential skill for teacher-candidates.</p>			