

Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Curriculum and Teacher Education

Learning Goals and Objectives

Student Learning Outcomes 1-6: Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

LO1. Applications of data literacy

LO2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies

LO3. Employment of data analysis and evidence to develop supportive school environments

LO4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents

LO5. Supporting appropriate applications of technology for their field of specialization

LO6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization

Assessment Methods

| Student Learning Outcomes | Assessment Method |
|---|---|
| LO1. Applications of data literacy | Work Sample NES ORELA Teacher Evaluation Tool |
| LO2. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies | Work Sample |
| LO3. Employment of data analysis and evidence to develop supportive school environments | Work Sample Teacher Evaluation Tool |
| LO4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents | Teacher Evaluation Tool |
| LO5. Supporting appropriate applications of technology for their field of specialization | Work Sample Teacher Evaluation Tool |
| LO6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization | Teacher Evaluation Tool |

Assessment Process

Due to accreditation requirements, key assessments are routinely collected and stored in the college's assessment system, Tk20. Other required data are part of student's academic records/files (i.e., FCP, C1, C2).

For the purposes of this accreditation, the faculty will look at the following Learning objects annually:

| Learning Objective | AY 18-19 | AY 19-20 | AY 20-21 | AY 21-22 | AY 22-23 |
|--------------------|----------|----------|----------|----------|----------|
| LO1 | X | | X | | X |
| LO2 | X | | X | | X |
| LO3 | X | | X | | X |
| LO4 | | X | | X | |
| LO5 | | X | | X | |
| LO6 | | X | | X | |

Status, Outcomes and Results

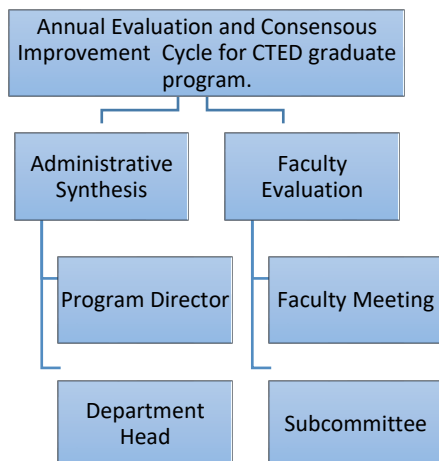
How will you report and discuss your findings in your unit?

The program faculty regularly annually review information from students and graduates (e.g., COE Exit Survey, Appendix P) about their experience in the program. The program faculty review all available information and discuss ways to support and enhance our effectiveness. Changes and improvements may include academic policy changes, changes in practicum policies and procedures, or addition of student supports.

Decisions, Plans and Recommendations

Describe a general process for transforming analysis into action plans for improvement. Describe how action plans will be revisited and evaluated at some future date.

Below is a table representing the process for the evaluation and development of program improvement plans for the Curriculum and Teacher Education master’s degree program.

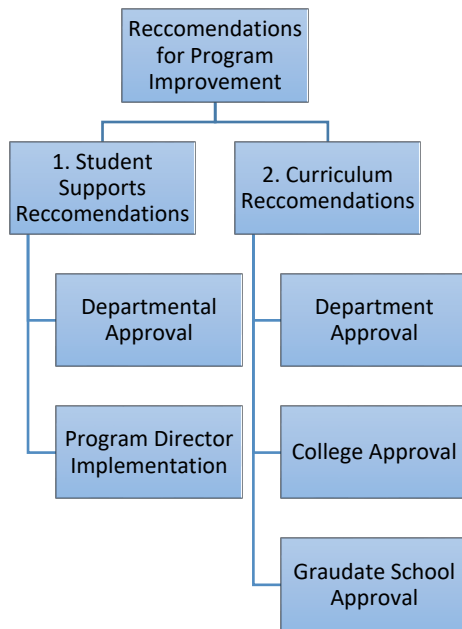


In the table you will note that there is an annual review of evaluative information for this program. This review begins each summer during Summer Term I. At that time the program director reviews program performance data and provides the data as well as a synthesis of the data to the department head. The department head and the program director then identify key areas of concern as well as key areas of strength.

Because the CTED program is small and is designed to support highly specific interests of professional educators there is generally not comparable data between the graduate students within the program. Therefore, the program director does an exit interview with each CTED graduate annually.

The next step takes place at the first departmental meeting of fall quarter. At that time the department faculty review the CTED evaluation information and make additional recommendations. Where those recommendations merit a proposal, a subcommittee is established to design a program improvement proposal.

Table two below identifies the two paths for any program improvements. Where a program improvement design is related to student supports and program design, the proposal follows path #1. Where the program improvement design is related to curriculum and instruction, the proposal follows path #2.



To follow the process for program approval all student support and program design recommendations must return to the subsequent faculty meeting for formal approval. From there the proposals moves to the Program Director for implementation. At the point of overall approval, the program improvement is implemented for the next admission cycle.

To follow the process for program approval of any curricular improvement the recommendation of a faculty subcommittee must return to the subsequent faculty meeting for formal approval. From there the proposals moves to the COE Curriculum committee for approval and finally to the Graduate School Curriculum Committee for approval. At the point of overall approval, the program improvement is implemented for the next admission cycle.