

Assessment Cycle

Academic Year 2016 – 2017

Program: MED C&I (504)

College: Education and Human Development

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission (draft). The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Teaching, Leadership, and Counseling Mission. The Gallaspy College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Educational Leadership and Instruction in Special Education Mission: The Mission for the National Council for Exceptional Children (CEC) is as follows: CEC supports

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special education professionals and others working on behalf of individuals with exceptionalities, by advocating for appropriate governmental policies, by setting professional standards, by providing continuing professional development, by advocating for newly and historically underserved individuals with exceptionalities, and by helping professionals achieve the conditions and resources necessary for effective professional practice.

Methodology: The assessment process for the program is as follows:

- (1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.
- (2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

Student Learning Outcome (SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	C & I MED graduate candidates demonstrate depth and breadth of discipline-specific content knowledge in the subjects they teach.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through a research and reflection essay. The assessment is completed in EDCI 5110 and scored with a criteria-based rubric. Candidates research and report on instructional strategies that are considered “best practice” in their individual content areas.

Finding:

Sixteen candidates were evaluated. Median scores for each of the eight criteria are listed here. Factors affecting student learning scored a 2.44 of 3.00. The understanding of an enriched learning environment, for the needs of diverse student populations, and for the relationship between instruction and assessment were strong at 2.94 of 3.00 for each of these three categories. The ability to synthesize research trends in the essay was at 2.50 of 3.00. Coherency, flow, and mechanics for communicating in writing was 2.69 of 3.00. Creating references and using APA style format was the lowest score at 2.31 of 3.00. The median total score was 2.68 of 3.00.

Analysis:

Data show that candidates in this course are adept at conveying their understanding of instructional design and assessment in their content areas. The lowest score indicates

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that candidates do not apply the APA style format consistently when writing academic essays—a skill that will be refined in EDUC 5010 and 5850 taken later in the program. More important is the 2.50 in the area of understanding and synthesizing current trends in research. Even so, all scores are at the acceptable level or above and when considered together with the overall quality of work gives faculty confidence that candidates have a strong understanding of discipline-specific content knowledge in their chosen areas of emphasis.

Action - Decision or Recommendation:

Faculty should continue to review and reflect on the rubric criteria, assignment goals, and areas in need of instructional adjustment at the end of each semester. Assignment and rubric should be evaluated to ensure information continues to adequately measure the content knowledge of candidates in the C & I program.

Faculty are asked to report data from this assessment for all candidates on TaskStream at the end of each semester. In the reporting of the data, it is believed that faculty will adjust teaching to meet the needs of future C & I candidates.

Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	C & I MED graduate candidates demonstrate depth and breadth of discipline-specific content knowledge and the ability to select appropriate instructional strategies in the subjects they teach.

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through a reflective practice project. The assessment is completed in EDCI 5120 and scored with a criteria-based rubric. Candidates demonstrate discipline-specific content knowledge and pedagogical expertise in the effective delivery of subject content to increase student learning.

Finding:

Seventeen candidates were evaluated in four areas of emphases in this sample: ESL, Library Science, Reading, and Teacher Leader. There were 19 areas for consideration on the rubric. The lowest score was 2.57 in the area of “applying research findings.” Eight of the 19 areas evaluated were at the highest level of 3.00.

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Analysis:

Data show that candidates in this advanced course use their program knowledge and personal educational experiences when applying research to the design of a Reflective Teaching Model--applicable to their emphasis areas. The overall median score is 2.93 of 3.0 with a score range from 2.57 to 3.00. Overall, the scores and quality of work in this assessment show a strong understanding by candidates for the synthesis of their own knowledge and skills (informed reflections) with research-supported strategies to design effective instruction within their program areas. Candidates in this sample demonstrated discipline-specific content knowledge and pedagogical expertise in the effective delivery of subject content to increase student learning.

Action - Decision or Recommendation:

Faculty should continue to review and reflect on the rubric criteria, assignment goals, and areas in need of instructional adjustment at the end of each semester. Assignment and rubric should be evaluated to ensure information continues to adequately measure the content knowledge of candidates in the C & I program.

Faculty are asked to report data from this assessment for all candidates on TaskStream at the end of each semester. In the reporting of the data, it is believed that faculty will adjust teaching to meet the needs of future C & I candidates.

Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	C & I MED graduate candidates demonstrate the professional dispositions and characteristics of effective educators in their interactions with peers and program faculty; demonstrate abilities to create and generate new ideas and commit to fair and equitable treatment of others as evidenced in their interactions with all stakeholders in their chosen specialized fields.

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed through the Professional Dispositions and Characteristics Scale (PDC) in Advanced Programs. The assessment is completed by instructors in EDCI 5110 and later in the practicum course, EDCI 5140. The PDC (Likert scale) evaluates

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dispositions & characteristics demonstrated to program faculty.

Finding:

No data is currently available.

Analysis:

No data is currently available for analysis.

Action - Decision or Recommendation:

The scale was revised by program faculty in 2011 to more specifically assess strengths and weaknesses of middle school teacher candidates. Discussions continue as to how best to rate dispositions and characteristics in online programs. Formerly, this assessment was to be scored in EDCI 5140. It has been moved to EDUC 5850 to better evaluate the learning at the end of the program.

Faculty are asked to report data from this assessment for all candidates on TaskStream at the end of each semester in these two courses.

Student Learning Outcome (SLO) 4:

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	C & I MED graduate candidates demonstrate their abilities to recognize, analyze, and solve school-wide/district-wide problems; plan strategically for school and instructional improvement in their disciplines

Measure: 4.1. (Direct – Knowledge, Skills)

SLO 4 is assessed through an Intern Portfolio with a criteria rubric, based on percentages. The assessment is completed in the Practicum class EDCI 5140. The work is a collection of a candidate's evidence of school-wide or district-wide strategic planning and various related areas; candidate identifies a problem, analyzes problem factors, seeks creative solutions, and arrives at a workable solution. Focus of the work is on the candidate's area of emphasis in the program.

Finding:

Candidates in this advanced course articulated experiences and reflected upon their

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impact within a school in areas such as strategic planning, professional development, involvement with community agency, parental/family motivation and collaborative work with peers, school staff and other stakeholders. Candidates reflected upon their growth across the internship semester and highlighted areas of strength and continued growth. Eight of the ten areas were evaluated at the highest level with overall scores ranging from 90 to 100.

Analysis:

Overall, the scores and quality of work in this assessment show a strong understanding by candidates for the synthesis of their own knowledge and skills in the field of curriculum and instruction. Every candidate exceeded the acceptable rating of 85%.

Action - Decision or Recommendation:

Faculty should continue to review and reflect on the rubric criteria, assignment goals, and areas in need of instructional adjustment at the end of each semester. Assignment and rubric should be evaluated to ensure information continues to adequately measure the goals and standards set forth in the work.

Faculty are asked to report data from this assessment for all candidates on TaskStream at the end of each semester. In the reporting of the data, it is believed that faculty will naturally reflect on any issues involved with the assessment.

Student Learning Outcome (SLO) 5:

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	C & I MED candidates demonstrate their proficiency in the planning and execution of action research, designed to explore instructional approaches that directly affect student learning in their content areas.

Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through an action research paper. The assessment is completed in EDUC 5850-Scored with criteria-based rubric; paper is presented and defended to the major professor. Candidate designs and completes action research process in discipline subject area. Data collected from research is analyzed and conclusions are drawn as to the efficacy of the approach under investigation. General knowledge and understanding from core courses—EDCI 5020 and 5030—are also part of the assessment.

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Finding:

In this sample four candidates were evaluated over 10 areas of research and program learning. Scores for each area are listed here as the median score among the four candidates. The introduction, justification for research, research question /hypothesis of the work, and the review of literature all resulted in scores of 3.00 of 3.00. Presentation of research results and the candidates' communication skills were rated at 2.75 of 3.00 while the description of the research design, knowledge of school curriculum in EDCI 5020 and the alignment of the research study with state and national standards earned a 2.50 of 3.0 for each candidate. The lowest score was a 2.00 of 3.00 for the presentation of current educational issues explored in EDCI 5030.

The median score for candidate samples is 2.75 of 3.0 with an individual score range from 2.60 to 3.00.

Analysis:

Overall, the scores and quality of work in this assessment show a strong understanding of the research process and an acceptable understanding of curriculum as presented in EDCI 5020. The ability of two candidates to identify current educational issues was less positive.

Action - Decision or Recommendation:

Faculty responsible for EDCI 5030 will be informed of shortcomings in the ability of some students to address knowledge of educational issues, so that instruction can be adjusted to ensure future candidate success.

Faculty should continue to review and reflect on the rubric criteria, assignment goals, and areas in need of instructional adjustment at the end of each semester. Assignment and rubric should be evaluated to ensure information continues to adequately measure the goals and standards set forth in the work.

Faculty are asked to report data from this assessment for all candidates on TaskStream at the end of each semester.