Departmental and Program Assessment
Annual Assessment Plan Basic Update

Academic Year: ___2012-13_____

Academic Unit: ___EDUCATION_____

Chair: ___Dr. James Jennings_____

Student Assessment Plan (SAP) – Basic Check-list

1. **Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at**
   http://www.hendrix.edu/academics/academics.aspx?id=7264. If you have made changes, then attach a copy of the new plan or goals.

   ☐ yes   X☐ no Changes were made in 2011-12.

2. **Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.**

   X☐ yes   ☐ no The 26 departmental objectives serve as the student learning goals. They are available to students on the Education Department webpage. (www.hendrix.edu/education, see "Education Department Goals") These objectives are divided into five domain areas.
   Domain A - Organizing Content Knowledge for Student Learning
   Domain B - Creating a Positive Learning Environment
   Domain C - Teaching for Student Learning
   Domain D - Developing as a Professional Teacher
   Domain E - Assessing for Student Learning

3. **Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.**

   X☐ yes   ☐ no The 26 departmental objectives (student learning goals) are used repeatedly EDUC 110, History of Education and Effective Teaching; EDUC 360 Inclusive Education w/lab; all Methods courses; EDUC 460 Introduction to Student Teaching; and EDUC 461 Student Teaching. *Attention will be given to making sure that the departmental objectives are highlighted, as needed, in all course syllabi.*

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. **As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term "scaffolding" is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?**

    X□ yes □ no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

The Education Department uses an assessment audit that applies to the e-folio process, rather than specific courses. The e-folio process begins in EDUC 360, Inclusive Education w/lab. Students are required to create an e-folio in an online assessment site called "Livetext." An e-folio consists of a narrative, a reflection, and at least two pieces of related evidence for 6 of the 26 objectives, from specific domains. The same requirements apply to the junior e-folio document that is submitted to the Teacher Education Committee for admission to the teacher education program. The highest score is "3," for a total of 18 points. The minimum score for admission is "13" points. In the 400-level Methods courses, students must submit an e-folio for 12 of the 26 objectives, from Domains A, B, C, D, and E. Finally, the senior e-folio process involves a narrative, a reflection, and at least two pieces of evidence for all of the 26 e-folio objectives (student learning goals). The total score is "78," and the minimum score is 55 points for teacher licensure approval. All of this information is compiled in an Excel document titled "Teacher Education Committee E-folio Results." (Go to www.livetext.com, Visitor's Code:_____)

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. **What was your planned action item identified in your last report?**
A. Although a rating of "2" is considered passing, areas of improvement involve (A1) understand background knowledge and experiences; (A2) articulate clear learning goals that are appropriate; (C1) make learning objectives and instructional procedures clear to the students; and (C3) encourage students to extend their thinking.

B. Areas for Improvement:
-Standard 2   The unit does not consistently aggregate data at the program, or licensure area, level.
               The unit does not maintain a comprehensive data set addressing unit operations.
-Standard 4   Unit efforts to recruit diverse candidates are limited in scope.

C. The program completers average scores 2.5 or higher (the highest rating for each objective is 3.0) on all of the 24 objectives except one - (E3) develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups.

D. Although this objective received 97% mastery, we will continue to emphasize that student teachers need to initiate contact with parents/guardians. We will require students to introduce themselves to their parents with a written letter at the beginning of the semester.

E. -Our Student Teacher Appraisal form needs to be more definitive about "diversity." Rynnett will look at the diversity language on the portfolio objectives and make additions to the Student Teacher Appraisal Form.

F. -We will add to the Student Teacher Appraisal form two items, based on feedback on the 2011-2012 debriefing form. We will add: Prepares and manages materials and technology for effective learning. Also, we will add: "exhibits enthusiasm for teaching."

2. **Briefly summarize the topics discussed in your annual assessment meeting.**
   See "Assessment Notes" below.

3. **What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.**
   As a department we decided that we need to work more on how our students use assessment with instruction. Based on Domain E, we plan to integrate assignments into our curriculum that teaches them how to effectively assess. We also determined the need to develop a more uniform lesson plan, Domain A, that students will use for our department.

4. **Define one new action item for your assessment discussions next year.**
   Finalize and pilot the alignment of the e-folio objectives in 2013-14 teacher education courses. This will result in the design of an alignment chart that will show how each of the 26 objectives (also known as "department goals") align with the teacher education courses offered. As a result, each teacher education course will address the mastery of one or more of the 26 e-folio objectives. Mastery of an objective will include writing a narrative, reflection, and providing at least two pieces of evidence for each objective. This will help prepare candidates for the final capstone experience - the senior e-folio. Candidates must pass the senior e-folio (at least 55 out of 78) in order to be approved for teacher licensure.

Hendrix College
Education Department

ASSESSMENT NOTES

- ❖ What are we doing for the instruction of LEP students?

- ❖ Course evaluation summaries

- ❖ Summary of student teaching surveys - Rynnett will provide, but no problem areas

- ❖ Summary of debriefing forms
- • Strengths
    - o Observations helpful.
    - o They feel very prepared to teach.
    - o Good cooperating teachers and great placements.
- • Weaknesses
    - o Research component of e-folio…experiences in dept. aligned to allow for this.
    - o Align observation form with e-folio objectives...is this possible?
    - o More collaboration needed between Kinesiology and Education Dept.

- ❖ Database software for the new student teacher appraisal form-Jennings looking for an on-line format to upload ratings into database.

- ❖ Demonstrate competencies in uses of technology – SmartBoard, ipads, smart phones, Facebook and Twitter, Excel Spreadsheet (pre/post data)

- ❖ REMINDER about posting evidence in "NCATE 2018 Evidence" document (Livetext)

- ❖ Education roster and notification points-need to add checkpoints to the roster (Praxis I, application to teacher education, etc…basic program requirements)

- ❖ Summer retreat-possibly June 27th and 28th