

Assessment of Student Learning Plan (ASLP): Teacher Education

2014-15 Academic Year

A. College, Department/Program, Date

College Management and Human Service
Department/Program ETEP
Date 29 may 2015

B. Contact Person for the Assessment Plan

Name and title Robert Kuech, Chair

C. Degree Program

Name of Degree Program ETEP

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

- a. List 3-5 of the most important student learning outcomes for your program.
- b. Then, identify which student learning outcomes were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

1. (A and B). The Teacher (intern) understands how students learn and develop and designs and implements developmentally appropriate and challenging learning experiences.
2. (a & b). The Teacher (intern) works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.
3. (a&b). The Teacher (intern) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Step 2: How and When were the Learning Outcomes assessed?

- a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

A standards rubric has been developed to assess each of the outcomes above as well as several others. Students upload artifacts such as lesson plans and reflections on learning, etc that speak to each one of the outcomes. These are evaluated by several faculty/instructors after they have been posted to Tk20.

- b. *Briefly describe when and how you implemented the assessment activity.*
These outcomes are assessed at the end of the fall semester and then again at the end of the spring semester which is the end of the program.

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

As these are graduate courses that last only 9 months or possibly 13 months, the students (interns) are assessed at the end of the first semester and if they are found to be unsatisfactory, a plan is developed to help the student (intern) be successful in the next semester of courses. At the end of the year, the program curriculum is reviewed and changes are made to improve the material provided to the students. This spring changes were implemented for the fall that will provide the students with more concentrated instruction on planning and assessment.

E. Other Course Assessment Activities:

If your department/program is unable to complete any of the above steps, are you able to report any assessment-related activities at the Course-Level; for example: created grading rubrics to use in required courses, examined student progress in an entry-level course, developed a new course, redesigned a course to include community-based learning, etc.

As mentioned above, two new courses were developed for the ETEP program that would provide increased instruction in instruction and planning.

Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	___	R	O
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	<u>__X__</u>	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	___	R	O
Service-Learning (a component of a course)	___	R	O
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O
Other Activities (not mentioned above):			

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses: EDU 100

Mid-level courses:

Upper-level courses: EDU 452, 552, (all of the methods courses as well as internship and the planning and assessment courses)

Additional Comments: The students (interns) are in a year-long school placement and all of their internship-year courses (both graduate and undergraduate) have a community engagement requirement.

All of the other programs that provide service courses to the ETEP program use similar or the same assessments.