

**Student Learning Summary Form AY2016-17**

**Degree Program:** Elementary Education

**Part One**

<p><b>What learning outcomes did you assess this year?</b></p>	<p><b>What method(s) did you use to determine how well your attained the outcome? In what course or other experience did the assessment occur?</b></p>	<p><b>What expectations did you establish for achievement of the outcome?</b></p>	<p><b>What were the actual results?</b></p>	<p><b>Who was responsible for collecting and analyzing the results? How were they shared with the department?</b></p>
<p>Candidates will integrate and apply knowledge for instruction; Candidates will foster active engagement in learning on the part of students; Candidates will foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Lesson plans from EIED 400</p> <p>Teacher Work Sample from EIED 457</p> <p>Assessment of Lessons and TOTAL Program</p>	<p>80% of teacher candidates will receive a rating of Meets or Exceeds expectations on a rubric supplied at the beginning of the semester in each course.</p>	<p>100% of EIED 400 teacher candidates (N=66) met the outcome during AY2016 from all ISU supervisor's cohorts;</p> <p>100% of EIED 457 teacher candidates (N=77) met the outcome during AY 2015 from all ISU supervisor's cohorts.</p>	<p>ISU supervisors of EIED 400 and instructors of EIED 457 in the EIED faculty in the Department of Teaching and Learning were responsible. Results are shared at least annually at a meeting of the full faculty.</p>

Detailed assessment results and departmental meeting minutes are available upon request.

## Part Two

**In no more than half a page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, the departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinators feedback on last year's summary; and 3) what your assessment plan will focus on in the coming year.**

1. In EIED 400, as a result of ISU supervisors' assessments of lesson plans and mentor teachers' assessments of lessons, teacher candidates are confident in instruction and curriculum, and assessment of student learning. Through the TOTAL Program Self-Evaluation survey given at the beginning and end of each semester, the data show that teacher candidates report sustained improvement in Ability Development, Development of Professional Attributes, and Belief in Professional Identity.

In EIED 457, as a result of lesson plans and Teacher Work Sample, teacher candidates show that they can work independently on a variety of disciplinary and pedagogical responsibilities by combining their knowledge and skills in child development, curriculum and instruction, and assessment.

2. In EIED 400, the changes to the course each semester come from suggestions from mentor teachers and from teacher candidates in regard to topics that need to be added to the weekly seminars, e.g. autism and sociological issues facing young children in inner city schools. In EIED 457, changes mainly occur to the expectations of each assignment to make them fit the public school needs and challenges of society.

3. In EIED 400, the faculty continue to monitor the 400 assessment of lessons to insure continued excellence during their practicum experience. The assessment plan in EIED 457 will focus on aligning measured assignments with national content standards for beginning teachers. Currently faculty are re-working the 457 teacher worksample rubrics to be more reliable and valid

#### Addendum addressing evaluation of AY 2015-2016 recommendations

1. **Learning Outcomes:** Noted “vague verbs’ used to describe outcomes with the suggestion, and the suggestions that mapped outcomes in the curriculum should include professional standards. In the Fall of 2017 the teacher work sample rubric (457) was re-worked to align with INTASC standards which are the framework for expectations on new teachers.
2. **Measures and Performance Goals:** currently the measures used for 457 are the teacher work samples which have been re-aligned to INTASC standards and are measured on a pass fail basis. The 400 rubric is primarily the assessment of lessons which is an independent measure from the self-evaluation. These are completed both by university supervisors and host teachers after observation of field performance (teaching).although data collected on both of these instruments is interval, it is reported here as nominal; pass or fail.
3. **Results:** this year’s report includes all data not just a representative subset as with the 2015-2016 report. The lesson plans and assessments of lessons for evaluating the 400 data are examined simultaneously and thus record one finding.
4. **Engagement and Improvement:** Report findings to be shared during the October faculty meeting. Licensure exams consistently change and are not always related to professional standards for accreditation. For instance, current Indiana licensure exams include content area knowledge which is typically outside of this department. Efforts to coordinate content delivery are underway and have lead to a special section of foundational studies history which covers content more in line with the licensure exams.

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: Elementary Education    Date: 10.29.2017

	<b>Level 0 - Undeveloped</b>	<b>Level 1 - Developing</b>	<b>Level 2 - Mature</b>	<b>Level 3 - Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes were identified.  <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified.  <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed.  <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains.  <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization).  <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) ?  <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if

				<p>necessary) by the faculty and other stakeholders.</p> <p><input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p><b>2. Measures &amp; Performance Goals</b></p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p>	<p><input type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <i>Not</i></p>

			<input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<p><i>Reported.</i></p> <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
<b>3. Results</b>	<input type="checkbox"/> No data are being	<input type="checkbox"/> Some data are being	<input checked="" type="checkbox"/> Data are being collected	<input type="checkbox"/> Clear, specific, and

	<p>collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p>collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p>and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p>complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
<b>4. Engagement &amp; Improvement</b>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input checked="" type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not</p>	<p><input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input type="checkbox"/> These discussions lead</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.</p>

	<p>offered about previous results or plans.</p>	<p>clearly connect to the results.</p> <p><input checked="" type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p>to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment. <i>Students seem to self-report improvements.</i></p>	<p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input checked="" type="checkbox"/> <b>Level 1 – Developing</b> <i>Right on the cusp of mature!</i>	<input type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>



## COMMENTS

Thank you for completing the 2017 Student Learning Summary Report!

The outcomes listed here are clear and measurable, though because they are lumped together and results are reported for only two of them, it is difficult for me to tell which assessment method applies to each. I still would like to know more about these assignments so that I can see that they are appropriately aligned with the outcomes. Similarly, little information is provided about how the assignments are assessed or what the results, other than that students met established expectations for two of them. Did the licensure exam scores improve this past year?

In general, I would like to see more detail about what you are assessing and what the results specifically tell you about what students know and can do and don't know can't do. Provide evidence of your assertions (for example, when you report on the self-assessment, include the actual numbers that demonstrate the improvements you mention). I appreciate it that you are aligning standards and reworking rubrics, but this information would be more meaningful if it was tied to a particular outcome(s) whose assessment revealed a weakness that you are taking action to address.

Because we are gearing up for the Higher Learning Commission reaffirmation process, it is particularly important for us to be able to provide evidence that we are systematically assessing our curricular and co-curricular programs; using the information we derive from that process to develop actionable plans for improvement in student learning; and documenting the improvements that result. Finally, you should be aware that by fall 2018, all undergraduate programs are expected to include career readiness outcomes or activities. In your next Student Learning Summary Report, be sure to reference your efforts to help prepare students for their careers.