

Program-Level Assessment Plan

Program: Education, BA	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG
Department: NA	College/School: School of Education
Date (Month/Year): June 2021	Primary Assessment Contact: Jaime Welborn, Assessment Coordinator and Jessica Leonard, Program Director

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods		Use of Assessment Data
			Student Artifacts (What)	Evaluation Process (How)	
	<p>What does the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward the achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.</p>	<p>1. Which student artifacts will be used to determine if students have achieved this outcome? Please identify the will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) that will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>	<p>1. How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>2. How and when will the program evaluate the impact of assessment-informed changes made in previous years?</p>
1	<p>Graduates will be able to formulate arguments for ethical decision making that are informed by morals, values, and theological principles.</p> <p>Compass Theme: Sense of Purpose</p>	<p>Introduced: THEO 1000 Theological Foundations and PHIL 1050 Introduction to Philosophy</p> <p>Developed: EDF 3840 Professional Ethics</p> <p>Reinforced: EDI 3940 Portfolio II</p> <p>Achieved: Student Teaching (EDI 4810 or EDI 4820 or EDI 4830 or EDI 4840 or EDSP 4380 or EDSP 4850) and EDI 4940 Portfolio III</p>	<p>Indirect Assessment: EDI 4940 Portfolio III Focus Group</p> <p>Direct Assessment: Professional Portfolio</p>	<p>Indirect Assessment: Qualitative report shared with program faculty</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 6, 8, 9</p>	<p>Indirect and Direct Assessments: Reviewed annually during department meetings (two meetings per academic year) with action items determined, responsibility assigned for follow-up</p> <p>Minutes are kept from meetings for follow-up and documentation for external audiences</p>

2	<p>Graduates will be able to use reflection to articulate their role serving others in educational contexts.</p> <p>Compass Theme: Sense of Context</p>	<p>Introduced: EDF 2010 Foundations of Education</p> <p>Developed: EDF 3890 School and Community</p> <p>Reinforced: EDI 3940 Portfolio II</p> <p>Achieved: Student Teaching (EDI 4810 or EDI 4820 or EDI 4830 or EDI 4840 or EDSP 4380 or EDSP 4850) and EDI 4940 Portfolio III</p>	<p>Indirect Assessment: EDI 4940 Portfolio III Focus Group</p> <p>Direct Assessment: Professional Portfolio</p>	<p>Indirect Assessment: Qualitative report shared with program faculty</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 5, 8</p>	<p>Indirect and Direct Assessments: Reviewed annually during department meetings (two meetings per academic year) with action items determined, responsibility assigned for follow-up Minutes are kept from meetings for follow-up and documentation for external audiences</p>
3	<p>Graduates will be able to analyze educational problems and present solutions for solving those problems.</p> <p>Compass Theme: Sense of Inquiry</p>	<p>Introduced: EDR 3891 Qualitative and Quantitative Methods in Research</p> <p>Developed: EDI 3940 Portfolio II</p> <p>Reinforced: EDI 4420 Assessing Classroom Performance</p> <p>or</p> <p>EDI 4440 Early Childhood Assessment</p> <p>or</p> <p>EDSP 4240 Classroom Organization and Management (Early Childhood, ECSE, Elementary, Special Education)</p> <p>or</p> <p>EDSP 4250 Classroom Organization and Management (Middle, Secondary, and Special Education)</p> <p>Achieved: EDR 4970 Action Research for</p>	<p>Indirect Assessment: EDI 4940 Portfolio III Focus Group</p> <p>Direct Assessment: Professional Portfolio</p>	<p>Indirect Assessment: Qualitative report shared with program faculty</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 1, 4</p>	<p>Indirect and Direct Assessments: Reviewed annually during department meetings (two meetings per academic year) with action items determined, responsibility assigned for follow-up Minutes are kept from meetings for follow-up and documentation for external audiences</p>

		Educators and Student Teaching (EDI 4810 or EDI 4820 or EDI 4830 or EDI 4840 or EDSP 4380 or EDSP 4850) and EDI 4940 Portfolio III			
4	<p>Graduates will be able to explain the role culture plays in educational settings and in the learning process.</p> <p>Compass Theme: Sense of Identity</p>	<p>Introduced: EDF 2240 Growth, Development, and Learning</p> <p>Developed: EDF 3620 Multicultural Issues in the Classroom</p> <p>Reinforced: EDI 3940 Portfolio II</p> <p>Achieved: Student Teaching (EDI 4810 or EDI 4820 or EDI 4830 or EDI 4840 or EDSP 4380 or EDSP 4850) and EDI 4940 Portfolio III</p>	<p>Indirect Assessment: EDI 4940 Portfolio III Focus Group</p> <p>Direct Assessment: Professional Portfolio</p>	<p>Indirect Assessment: Qualitative report shared with program faculty</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 2, 8</p>	<p>Indirect and Direct Assessments: Reviewed annually during department meetings (two meetings per academic year) with action items determined, responsibility assigned for follow-up</p> <p>Minutes are kept from meetings for follow-up and documentation for external audiences</p>
5	<p>Graduates will demonstrate response teaching praxis by following a cycle of design plan, implement, assess, and reflection on learning.</p> <p>Compass Theme: Sense of Praxis</p>	<p>Introduced: EDI 2000 Children’s Literature and Media or EDI 4250 Elementary School Curriculum and Instruction or EDSP 4470 Teaching Methods for Inclusive Classrooms Early Childhood & Elementary or EDSP 4480 Teaching Methods for Inclusive Classrooms Middle & Secondary or EDSP 4610 Methods in Mild/Moderate Disabilities: Elementary</p> <p>Developed: EDI 4540 EC Field Experience:</p>	<p>Indirect Assessment: EDI 4940 Portfolio III Focus Group</p> <p>Direct Assessment: Professional Portfolio</p>	<p>Indirect Assessment: Qualitative report shared with program faculty</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 1, 3, 7</p>	<p>Indirect and Direct Assessments: Reviewed annually during department meetings (two meetings per academic year) with action items determined, responsibility assigned for follow-up</p> <p>Minutes are kept from meetings for follow-up and documentation for external audiences</p>

		<p>Early Childhood Practicum (observed assignment integrating technology) or EDSP 4600 Medical Implications in Special Education EDI 3060 Methods in Teaching Elementary Science Reinforced: EDI 4210 Methods of Technology Integration and EDI 3940 Portfolio II Achieved: Student Teaching (EDI 4810 or EDI 4820 or EDI 4830 or EDI 4840 or EDSP 4380 or EDSP 4850) and EDI 4940 Portfolio III</p>			
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Additional Questions

- 1. On what schedule/cycle will faculty assess each of the program’s student learning outcomes? (Note: It is not recommended to try to assess every outcome every year.)**

We will focus on Student Learning Outcome #2 and #4 during the 2021-2022 academic year. We will review data as a faculty undergraduate work team (subset of the program faculty) during our assessment meeting with action items determined, responsibility assigned for follow-up.

The Portfolio III focus group (indirect assessment) will address all five student learning outcomes. Faculty will review the data as a faculty during our assessment meeting with action items determined, responsibility assigned for follow-up.

- 2. Describe how, and the extent to which, program faculty contributed to the development of this plan.**

A small group of faculty reviewed and revised the assessment plan and presented to the program faculty for feedback and approval. The SOE Assessment Coordinator provided feedback prior to submission.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.