

## End of Year Assessment Report for Programs

Program: Elementary Education

Semester/year: Fall/Spring 2020-2021

Program Director: Heather Johnson

Submission date: 05/21/21

Year in Operational Plan: Developing a revised Part D. 2020-21 operational plan is continuing to undergo a revision process. The Program Objectives across all the courses are not reflecting alignment and are too numerous and overlapping. Trying to use PO #1 for this review of Developing Level Courses

### Assessment Methods and Benchmarks

Program Objective	Course Name	Developing
PO 1 Be able to state the concepts and structure basic to 1-6 <sup>th</sup> grade curriculum and articulate instructional outcomes, as well as teaching styles, resources, and strategies.	312	Course Activity: Comprehension Skill Lesson Plan
		Benchmark: >70%
		Evidence: 12 students (92%) 1 students (8%)
PO 1 Be able to state the concepts and structure basic to 1-6 <sup>th</sup> grade curriculum and articulate instructional outcomes, as well as teaching styles, resources, and strategies.	351	Course Activity: Grammar Lesson Plan
		Benchmark: >70%
		Evidence: 17 students (94%) 1 students (6%)
PO 1 Be able to state the concepts and structure basic to 1-6 <sup>th</sup> grade curriculum and articulate instructional outcomes, as well as teaching styles, resources, and strategies.	351	Course Activity: Interactive/Shared Writing Lesson in Field Placement
		Benchmark: >70%
		Evidence: 16 students (89%) 2 students (11%)
PO 1 Be able to state the concepts and structure basic to 1-6 <sup>th</sup> grade curriculum and articulate instructional outcomes, as well as teaching styles, resources, and strategies.	356	Course Activity: Science Lesson Plan
		Benchmark: >70%
		Evidence: 12 students (92%) 0 students (0%)

## Analysis of Assessment Findings

Discuss the significance of the findings of the current year in light of the desired results, findings from previous years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:

**(1) What strengths and weaknesses do the findings reveal about the program?** I believe each course has a strong benchmark assignment (s) that potentially measure outcomes well. On the whole, students are meeting the benchmarks consistently. Some strong consideration about future program changes need to be considered to ensure we are challenging the high performing students and eliminating overlapping material.

**(2) What strengths and weaknesses do the findings reveal about the assessment process?** This is the biggest impact of evaluating this year. I am finding that the entire educ program, all specialties, need to revise the core Program Objectives. There are too many, they overlap, and all are not measurable. The eled operational plan, while it was revised this year, needs a complete overhaul based on a new cycle and new PO's. As a dept., we need to address this because making these changes will affect CAEP and every syllabus for every class. Not a small undertaking.

**(3) What impact have program changes in recent years had on student learning (indicate those program changes that resulted from previous assessment findings)?** I have not been on staff prior to this year, so I can only speak to changes that occurred during this year. I have seen some strengths and gaps. Courses are under consideration for merging and new courses are in development.

**(4) What impact have recent changes in the assessment process had on the quality and usefulness of the findings?** I cannot answer if changes have occurred from previous assessments because I have no data to support that. Previous FCARS I reviewed show very little in the way of change so I assume assessments impacted instruction very little.

## Sharing and Discussion of Assessment Findings

The program Director is reviewing any FCARS that are available from all eled courses. I have found a lack of access to previous and current data. A new understanding of the need for adjuncts to complete FCARS seems clear to me. The PD should also have access to all D@L course shells in their program to ensure that all components of the course are being implemented. It appears that assessments have not caused any altering of practice prior to this year.

Discussions are being held between education program directors regarding the need for Program Objective revisions. It is being suggested we discuss as a Department how to go about making these changes following the Fall CAEP visit. Many of the changes cannot occur until after the Caep visit. Smaller meetings were held with the Department chair, assessment director and faculty to gain further understanding of the end of the year report process and potential changes that need to occur.

There is an obvious need for a bigger picture understanding of the eled program. There strengths such as consistent success rates of students meeting benchmarks. The issues revolve around cleaning up and reefing the assessment process for a more accurate gauge of students success against program outcomes.

## Use of Assessment Findings for Program Improvement (Action Plan)

**(A) Describe any changes in**

**(1) the program:**

- UTEP Rdg 312 and Lang. Arts 351 are being merged into one 4 credit course to eliminate overlap of material and create a more blended pedagogy of teaching literacy.
- Implementation of Communication and Technology course to meet the need of comm and tech skills.
- Corrective UTEP Rdg 318 will become an 8 week course for accelerated programming.

**(2) the assessment process that are planned in response to the assessment findings from this academic year.**

- Program goals and outcomes need an overhaul, specifically to reduce the number of PO's required to be assessed. A revision is needed of which assignments are being used as benchmarks. A new "cycle" schedule developed.

**(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status?**

- The previous action plans are in need of an overhaul. This year we gather baseline data on courses taught by full time faculty and next year we will address adjuncted courses for baseline.

**(C) For each intended improvement or change in the program stemming from this year's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.**

1. UTEP Rdg 312 and Lang. Arts 351 course merge will be submitted to Wiley for build by May 24<sup>th</sup> and course implemented Fall 21.
2. Awaiting start date of Comm/Tech course. D2L shell will be developed summer 21. Syllabus already created.

**(D) Based on your CDL assessment exercise, describe how you will make programmatic changes to better prepare your students to demonstrate high levels of achievement on the UNIV 401 SLOs.**

1. (RE: rdg 312/language arts 351) Professor Heather Johnson is adapting the personal memoir writing project to be a "spiritual memoir" project with mentor texts. This project is being written/developed as a potential experiential learning activity in conjunction with the prison as a writing class. This is intended to help student gain confidence expressing faith integration in the CDL project.
2. Implementation and development of new Communication and Technology course to address communication skills for CDL and career.

**(E) Indicate your plans to make your program more experiential in the coming year? There are multiple ideas in discussion to integrate experiential learning opportunities in the program.**

1. Project Lead Student Ambassadors attend Fall/Spring Summit Conferences.
2. Engage reading 312 class in a community-based project. Reaching out to the local library for potential read aloud events led by students.
3. Students attend Illinois Reading Council Conference, October 19-20, 2021 (Funding through the experiential learning fund.) Could we do a poster session?
4. Student ambassadors visit and speak to potential high school programs with faculty on the field of education as a career path.

FCARS will be submitted as supporting documents.