

## Assessment Overview & Results Summary

<b>College/School:</b>	School of Leadership and Education Sciences
<b>Measures Used:</b>	The program collects and analyzes course evaluations; exams, capstones, and course assignments such as written papers and presentations (per TracDat data collection); graduate exit surveys; and biannual alumni surveys.
<b>Process for Interpretation of Evidence:</b>	Faculty hold monthly meetings in the Fall and Spring semester to review learning outcomes across courses and field experiences. The Department Chair and Director of Programs are primarily responsible for ongoing program assessment and are supported by the Assistant Dean of Assessment and Accreditation. Together, they ensure that program faculty review the data at monthly faculty meetings. On an ongoing basis, the Assistant Dean meets with the department chair and department's program director to discuss changes the faculty wish to make to the program or student learning outcomes.
<b>How Findings are Used:</b>	<ul style="list-style-type: none"><li>✓ Changes to curriculum/pedagogy</li><li>✓ Changes to assessment methods</li><li>✓ Changes to student services</li><li>✓ Increased faculty professional development</li></ul>
<b>Results Summary and Continuous Improvement Actions for AY 2020-2021:</b>	<p>2020-2021 continued to present unique challenges as our courses were moved online (due to the pandemic) and some of our field experiences were restricted. Nevertheless, we focused on the following outcomes:</p> <ul style="list-style-type: none"><li>• #2 Candidates apply theories of learning, instruction, and motivation relating to the cognitive, linguistic, social, emotional, physical, and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.</li><li>• #4 Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.</li></ul> <p>For #2, all students met the benchmark requirement of a B or better on their journals. Integrative response journals were assessed on the student's connection to literature and other course materials, as well as connection to current and future teaching philosophy. This session, due</p>

to complications with the COVID-19 pandemic, students were not required to complete classroom observations during EDUC 541. Instead, students applied theory to reflections on past and future teaching experience, as well as videos of classroom instruction. In future courses, candidates will need to add teaching observation hours to make up for missed hours this session. This was approved by the department before the start of the course.

For #4, all candidates met the benchmark; however, many of these candidates needed additional support and time to meet their requirements for the proposal due to the remote semester and challenges faced. We will be mindful of the level of support students need next semester when we are no longer remote to see if changes will be required to the timing and the level of additional help.