Education Department

A. Department Evaluation Report

1. What was the department’s major assessment accomplishment this year?

A. We completely overhauled our MLOs for every teacher certification course in order to align with the new MoSPE teaching standards.

B. We developed a major mid-preparation assessment “package.”

2. How did this accomplishment impact the department assessment goals?

A. We were able to see that we have some gaps. The largest gap is in the area of instructional technology. Therefore, we have targeted “increasing the use of instructional technology in courses” as a key goal over the next year, and developed necessary action steps, such as:

1. All faculty will observe teachers in our PDS, Ridgeway Elementary, as they use technology during a lesson.

2. All faculty will attend three monthly trainings in Spring ’14 with CC’s instructional technology specialists. (This training may continue depending on need.)

B. We now have a measure to examine the quality of our program at the early preparation level. We are not solely focused on the end of program outcomes.

3. How did this accomplishment impact the course assessment goals?

A. Students in the teaching methods courses must now demonstrate competency in planning, delivering, and evaluating instruction that integrates technology.

B. The early preparation course outcomes are aligned with the mid-preparation assessment. We have to ensure that we are providing the instruction that will lead to success on the mid-preparation assessment.

4. How was this accomplishment related to last year’s assessment?

A. Last year’s assessment did not have a focus on program improvement. Prior to the new assessment initiative, we primarily looked at end of program outcomes—PRAXIS pass rates and job placement rates. But because we have high rates of passing the PRAXIS and getting a job, this did not lead to a focus on improvement. We did have some idea from DESE’s state-wide survey of first-year teachers that graduates were reporting a need for more technology knowledge during their preparation. However, only a small percentage of graduates complete the survey, so the anecdotal evidence was not persuasive on its own.
B. We previously had a simple mid-preparation assessment that was driven by DESE and not by our curriculum. The new assessment will allow us to focus on program improvement in addition to meeting the DESE data reporting mandates.

5. **How will this accomplishment relate to next year’s assessment?**

A. We will re-examine our courses in light of the changes we are making. We hope that the technology gap we noted on the assessment matrices will be corrected.

B. We will use the mid-preparation assessment data to analyze gaps in training at the course level and the field level.

6. **Reflecting upon your accomplishments, how would you improve the assessment process?**

Having a technology solution that will help us aggregate and disaggregate data is imperative.

7. **What is working well and should not change?**

It is a whole-department effort. I don’t think it would work nearly as well if some faculty members were disengaged from the process.

8. **What was the department’s major assessment hurdle this year?**

Mostly, not having enough time to devote to the planning and implementation processes. Also, wrapping our minds around a very complex assessment structure has been challenging. And not having access to an electronic data store for analysis limited our “baseline” measurements.

9. **How did this hurdle impact the department assessment goals?**

It has taken much longer than we would have liked to get where we are at right now.

10. **How did this hurdle impact the course assessment goals?**

Given the time limitations, we developed the new course assessment goals but have struggled somewhat with the implementation piece.

11. **How was this hurdle related to last year’s assessment?**

This is difficult to answer. We have devoted significantly more time to assessment this year than last, but more time is still needed.

12. **How will this hurdle be addressed in next year’s assessment?**
We are hoping that the college has a data solution for the next year.

13. Reflecting upon the hurdles you faced, how would you improve your assessment process?

We may not be the key to improving our department assessment process. College infrastructure and investment in resources (including time for faculty) are necessary to overcome our challenges of time and data analysis limitations.

As far as the hurdle of “assessment complexity,” we now have the support through the assessment office to address this issue.

14. What would you change to provide the most impact on assessment in your department? Explain and be as specific as you can.

We need data storage and analytics. Period.
B. Departmental MFT Results

Not Applicable