

Program of Study Learning Outcomes Assessment Report
Version 05.09.22

Assessment Cycle	2021-2022
Programs of Study	Primary Childhood Education Intervention Specialist Education Middle Childhood Education (all three programs of study are working on the same assessments in the same Professional Core courses)
Department	Education
Date of Departmental Approval	
Name of Submitter	Jennifer Webb

PLO data from the current assessment cycle (and relevant data from one or more prior years) for the program of study were distributed to departmental faculty on the date(s) below:

Data Distribution Date(s): __ May 2022 _____

The relevant group of instructors met on the date(s) below to discuss the data, identify strengths and challenges, formulate action steps for responding to the challenges, and communicating strengths to relevant audiences.

Meeting Date(s): __ May 11, 2022 _____

Participants in the meeting(s) were: _____

Present:

X	Jeff Beine	X	Mark Jakowski
X	Debbie Craven	X	Nancy Varian
X	Kristie Fetty	X	Jennifer Webb
X	Rosie Gregg		

Mission Statement

**School of Education and
Human Development**

Educators Serving Together

**“For the body is not one member, but many.”
(I Corinthians 12:14)**

Program Goals

These are broad goals rather than specific, measurable learning outcomes.

Strengths in Program Learning Outcomes (PLOs)

Wording of PLO for Strength #1:

PLO 1 Demonstrate the ways in which a Christian worldview informs educational practice.

The Philosophy of Education & Calling paper is used for this standard. The paper is written in EDUC 112/114 and revised/rewritten during student teaching.

Wording of PLO for Strength #2:

PLO 4 Demonstrate competence in the process of planning developmentally appropriate practices.

Students write two lesson plans and a unit less plan during methods courses, EDUC 444 and 446. These lesson plans are implemented with students in the grade of licensure which is also where they student teaching. Included in the assignment is a reflection for students to reflect on how things went and where improvements could be made in writing or classroom implementation.

Challenges in Program Learning Outcomes (PLOs)

Wording of PLO for Challenge #1:

PLO 7 Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.

Data for this is collected from two assessments, CFAST and edTPA. While our Malone data has shown growth in the areas of teacher candidate understanding of applying data to their teaching, there is still room for additional growth.

Wording of PLO for Challenge #2:

N/A

Action Steps to Respond to Key Challenges

Select one or more key challenges that you will address over time. Briefly describe specific action steps to respond to key challenges. Describe the steps in sufficient detail

to make it possible to successfully implement them (e.g., identify who/what/when/where). At the same time, keep the steps manageable in light of individual and collective workloads and priorities.

If applicable, also report on the progress and impact for action steps that were created in the past and were planned to be implemented during the current assessment cycle.

Limit your response to one paragraph per key challenge.

***Please note: This report was intentionally not duplicated three times as the information is identical for each program of study, PCE, IS, and MCE. Thank you.**