

**Academic Affairs Assessment of Student Learning**

**Assessment Plan for Academic Years 2021-2022**

**Instructions:**

* Please submit a copy of this assessment plan to the Director of the Office of Institutional Research, Assessment and Effectiveness
* Please be sure to keep a copy of the assessment plan in your department office.

**Identifying Information:**

College: College of Professional Studies

Department/Program: Education

Assessment Coordinator’s Name: Dr. Emily H. Waugh

Assessment Coordinator’s Email Address: ewaugh@wvstateu.edu

Academic Year: 2021-2022

**Program Learning Outcomes (**Please list**)**

1. Demonstrates Interpersonal and Collaborative Skills.
2. Creates a Clear and Focused Learning Mission.
3. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments.
4. Builds and Sustains a Positive Learning Climate and Cohesive Culture.
5. Promotes Continual Professional Growth and Attracts and Retains Quality Staff.
6. Acts as a Student Advocate and Creates Support Systems for Student Success.
7. Manages Operations to Promote Learning.
8. Connects to Families and the Larger Community.
9. Affects Continuous Improvement.

**Curriculum Map** (Please attach or paste here)

Please see the attached document BL Curriculum Map licensure courses with PLOs .

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

All PLOs will be assessed each academic year in the next two years (please see curriculum map for courses in which each PLO is housed). The program will accumulate two cycles of data on each PLO in the next two academic year based on current course offering patterns, which are expected to continue. Trend data is that candidates exhibit high levels of performance on all programmatic assessments. Actionable data is not available from previous programmatic assessment results based on the high scores of candidates. Some actionable data is available on Praxis sub-category scores, although it should be noted that all candidates in the past three years have achieved passing scores on the exam. Further, the program is in the process of aligning programmatic assessments with new national standards and ensuring that assessments meet sufficiency criteria dictated by the accrediting body CAEP (Council for the Accreditation of Educator Preparation). New assessment will include sufficient rigor so as to provide actionable data.

The program will consider adopting new PLOs in order to better align with national standards.

The program is “Nationally Recognized” from the previous national specialty organization. This designation, related to accreditation, is valid through 2028.

1. How are you planning to measure the learning outcomes(s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

The PLOs will be assessed through programmatic assessments that aligned with the NELP standards. Each licensure course houses a programmatic assessment created by the course instructor. The program is in the process of revising all programmatic assessment to meet new national standards. Programmatic assessments will be reviewed using CAEP sufficiency criteria and sent for review by internal (MEIL Assessment Committee) and external (MEIL Advisory Council) stakeholder groups.

1. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Dr. Waugh, MEIL Assessment Coordinator ensures that rubrics are in LiveText. Course instructors enter student data into LiveText. Dr. Waugh runs the reports and presents summaries to the MEIL Assessment Committee and the MEIL Advisory Council. The internal and external groups discuss the data results and make suggestions for programmatic revisions, if needed. Reports are run at the start of each subsequent semester and reported out to the groups at the next scheduled meeting. Therefore, data is analyzed three times per academic year.

Completed by

Dr. Emily H. Waugh

December 16, 2021