2012-2013 Assessment Report
College of Education
Department of Educational Foundations, Leadership and Technology
College and University Teaching, Graduate Certificate

Expected Outcome #1

Outcome Title: Professoriate

Full description of the expected Outcome:

Students will be able to: Describe the major roles (teaching, outreach, service, and research) of the American professoriate based on institutional type (e.g., community college, liberal arts college, research extensive university, for profit), and discipline.

Assessment Instrument: Weekly Questions Rubric

Assessment Method Description:

- Readings and Discussion Questions and Reflections (Journal): thoughtful and comprehensive answers to questions and/or reflections on each week’s readings and classroom activities posted on Blackboard/Canvas.
- A reflective paper about perceptions of the professoriate before and course completion. In a typed, double-spaced paper of 10-15 pages in length, students discuss perceptions of faculty roles, work life, and career paths; assessment of how what they have learned may affect their job search upon graduation.
Findings Summary:

Assessment Results:
Preliminary assessment of student learning outcomes indicate that learning goals being attained. However, as the certificate involves four separate courses, ascertaining overall learning outcomes has been difficult.

Use of findings for program improvement:

Planned Assessment Methods:

Beginning in Fall 2014, all new students enrolled in the Certificate program will be required to document their activities using the e-portfolio system being develop as the QEP for SACS Reaffirmation. Students will be asked to document attainment of individual course learning objectives as well as provide reflective assessment of the entire certificate experience. The Certificate coordinator will review the e-portfolio as assure that at least 80% of all learning objectives have been successfully achieved prior to Certificate completion approval.

Planned General Analysis of Findings:
E-portfolios will be reviewed and modifications to student learning objectives or certificate requirements will be determined as appropriate.

**Expected Outcome #2**

**Outcome Title: Course Development**

**Full description of the expected Outcome:**

Develop a course that integrates evidence-based teaching practices and effective course-design principles.

**Assessment Instrument: Course Development Rubric**

**Assessment Method Description:**

- Readings and Discussion Questions and Reflections (Journal): thoughtful and comprehensive answers to questions and/or reflections on each week's readings and classroom activities posted on Blackboard/Canvas.

- Statement of Teaching and Learning Philosophy: a detailed 1-2 page description of one's philosophy (the rationale for what you do [or plan to do] in the classroom based on experience, theory and evidence).

- Lesson plan for a course you would like to teach or feel that you will actually teach in the future
Findings Summary

Use of Findings for Program Improvement:

Assessment Results:
Preliminary assessment of student learning outcomes indicate that learning goals being attained. However, as the certificate involves four separate courses, ascertaining overall learning outcomes has been difficult.

Planned Assessment Methods:
Beginning in Fall 2014, all new students enrolled in the Certificate program will be required to document their activities using the e-portfolio system being develop as the QEP for SACS Reaffirmation. Students will be asked to document attainment of individual course learning objectives as well as provide reflective assessment of the entire certificate experience. The Certificate coordinator will review the e-portfolio as assure that at least 80% of all learning objectives have been successfully achieved prior to Certificate completion approval.

Planned General Analysis of Findings:
E-portfolios will be reviewed and modifications to student learning objectives or certificate requirements will be determined as appropriate.
Expected Outcome #3

Outcome Title: Effective Teaching

Full description of the expected Outcome:

Demonstrate application of knowledge learned about effective teaching

Assessment Instrument: College Teaching Rubric

Assessment Method Description:

- A Teaching Practicum Portfolio

<table>
<thead>
<tr>
<th>Points</th>
<th>Required items</th>
<th>Concepts</th>
<th>Reflection/Critique</th>
<th>Overall Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>All required items are included, with a significant number of additions.</td>
<td>Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications.</td>
<td>Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.</td>
<td>Items are clearly introduced, well organized, and creatively displayed, showing connection between items.</td>
</tr>
<tr>
<td>75-89</td>
<td>All required items are included, with a few additions.</td>
<td>Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications.</td>
<td>Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.</td>
<td>Items are introduced and well organized, showing connection between items.</td>
</tr>
<tr>
<td>60-75</td>
<td>All required items are included.</td>
<td>Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them.</td>
<td>Reflections illustrate an attempt to critique work, and to suggest alternatives.</td>
<td>Items are introduced and somewhat organized, showing some connection between items.</td>
</tr>
<tr>
<td>40-59</td>
<td>A significant number of required items are missing.</td>
<td>Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.</td>
<td>Reflections illustrate a minimal ability to critique work.</td>
<td>Items are not introduced and lack organization.</td>
</tr>
<tr>
<td>0</td>
<td>No work submitted</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Findings Summary

Preliminary assessment of student learning outcomes indicate that learning goals being attained. However, as the certificate involves four separate courses, ascertaining overall learning outcomes has been difficult.

Use of Findings for Program Improvement:

Planned Assessment Methods:

Beginning in Fall 2014, all new students enrolled in the Certificate program will be required to document their activities using the e-portolio system being develop as the QEP for SACS Reaffirmation. Students will be asked to document attainment of individual course learning objectives as well as provide reflective assessment of the entire certificate experience. The Certificate coordinator will review the e-portolio as assure that at least 80% of all learning objectives have been successfully achieved prior to Certificate completion approval.

Planned General Analysis of Findings:

E-portfolios will be reviewed and modifications to student learning objectives or certificate requirements will be determined as appropriate.

Certificate program has been reviewed and recommendations to integrate the e-portolio learning outcome assessment approach have been accepted.