

**B.S. Elementary / Special Education**

**Cochran**

**Spring Semester 2019**

**Academic Program Assessment**

**Program and Assessment Report Information**

<b>Prepared on: 7/30/2019 9:39:19 AM</b>	<b>By: sumitra.himangshu@mga.edu</b>
<b>In which college or school is this program located?</b>	Education and Behavioral Sciences
<b>Program Type:</b>	Undergraduate
<b>Program Name:</b>	B.S. Elementary / Special Education
<b>Reporting Cycle: (Note: Some programs are required to report on a semester basis for reasons of secondary accreditation or a graduate program required to established assessment data before the next five-year report to SACSCOC.)</b>	Annual Reporting Cycle
<b>Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.</b>	Spring Semester 2019
<b>For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.</b>	Cochran
<b>Approximately how many students are in this program at this location?</b>	10

## Student Learning Outcomes

### SLO 1

<b>What is the first student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	1. Successful teacher candidates will meet the minimal GACE score of 220 for Induction Level and/or 250 for Professional Level on discipline-specific GACE Content Exam 003 & GACE Content Exam 004.
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	GACE Content Exam 003 and GACE Content Exam 004 - completed during senior year.
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	Minimum cut-off score of 220 for initial licensure.
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	90
<b>During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100

**SLO 2**

<b>What is the second student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	3. Successful teacher candidates will develop an understanding of Instructional Practice including data analysis, the ability to make data driven decisions and accommodation of diverse learners.
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Key Assessments for ESE 3555, ESE 4477, and ESE 4588 - measured by School of Education Lesson Plan and Rubric.
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	80%.
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	90
<b>During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100

**SLO 3**

<b>What is the third student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	4. Successful teacher candidates will create Formative Assessment Practices including: (i) Designing of Pre- and Post-Test Instruments, which are administered in actual elementary school classrooms; and (ii) Item analysis of data, disaggregated by sub-groups; interpretation of results for instruction planning and data-based decision making.
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Key Assessments for ESE 3555, ESE 4477, and ESE 4588 - measured by School of Education Lesson Plan and Rubric.
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct)</b>	80%.
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	90
<b>During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100

**SLO 4**

<b>What is the fourth student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	5. Successful teacher candidates will evaluate their professional practice through reflective Commentary, which will provide an understanding of engaging all learners through evidence- based instructional modifications.
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Key Assessments for ESE 3555, ESE 4477, and ESE 4588 - measured by School of Education Commentary / DAR and Rubric.
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	80%.
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	90
<b>During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100

## Sampling

<b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?</b>	10
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## Evidence of changes based on an analysis of results

<b>What changes were implemented based on an analysis of the students' performance on these Student Learning Outcomes? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.)</b>	Granular analysis of assessments used to measure teacher candidate performance on SLOs 3 and 4 indicated the teacher candidate needed additional support in preparation for instructional practice and designing assessments to enhance student learning. As part of the Continuous Improvement initiative, the Department of Teacher Education is continuing work on the above items by: (i) Building professional development school partners to enhance teacher candidate preparation. (ii) Restructuring instruction to enable teacher candidates to practice the use of academic language, assessment design, and professional reflection. (iii) Clarifying the instruction and language on assignments and rubrics, and modifying assignments to stay relevant with preparing for the edTPA exit portfolio required for licensure. (iv) Restructuring course sequence to enable teacher candidates to have continuity in clinical practice between fall and spring semesters.
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<b>Open Box for Assessment Comments</b>	
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Form run:

Tuesday, January 14, 2020