



Submission Guidelines for **INTERIM** Assessment Reports (assessment results from AY 2014-15)

Guidelines:

- 1) *Submission deadline: **September 25, 2015**, early submissions are encouraged*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment (ykirby@ccsu.edu)*
- 3) *Provide a SEPARATE REPORT for each academic program, **all certificate and degree programs are required to be assessed per NEASC***
- 4) *An Interim report consists of the Completed Overview report for the academic program and General Education Overview, if appropriate.*

Reminder: Assessment reporting is on a 5 year cycle, consisting of a full report in year one followed with interim reports for years 2, 3, 4, and 5. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for that program in the year that they prepare a program review report (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

Interim reports: complete ONLY the Overview for the program, complete with contribution to general education.

URL to Assessment website resources: http://web.ccsu.edu/oira/assessment/assessment_aap.asp

Overview: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs (all degree and certificate programs) as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You are encouraged to address the questions using bullet statements rather than paragraph form —full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports:** the Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education.

Overview

Department: Technology & Engineering Education _____

Report Preparer: J.DeLaura _____

Program Name and Level: ___ BSEd _____

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	Ccsu.edu/teched/
2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	No changes to learning outcomes were made during the reporting period.
3) Strengths: What about your assessment process is working well?	Current assessment procedures provide appropriate feedback data.
4) Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	Data continues to be collected. Program changes are anticipated for the 2017-2018 academic year.
For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs):	
LO #1)	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	<ul style="list-style-type: none"> • Praxis II, Student Teaching, TE 399 and TE 400 • Praxis II Examination required of all students for certification. • Assessment: Praxis II examination scores are reviewed for each student as reported to the university certification officer. Faculty review scores and topic areas for indications of appropriate curricular topics. • Reflective Journal, Student portfolio and lesson preparation (TE 399 & TE 400) • Student teaching Rubric
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	<ul style="list-style-type: none"> • Faculty supervisor • Cooperating Teacher • Certification officer
7) Results: Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	Conclusion: Appropriate assessment tools are in place to provide adequate feedback on program success.
	Evidence (e.g., conclusion based on data in table x): 95 pass rate on PRAXIS II Examination
	Changes: To current are underway due to mandated reduction of program from 130 to 120 credits

LO #2)	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	STUDENT TEACHING, TE 215, TE 217, TE 399, and TE 400 Assessment: Weekly reflective journal submitted. Formal assessment tool prepared by Office of Field Services at mid-term and final sessions of student teaching. TE 215/TE 217 Rubric reviewed by appropriate faculty members.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	: Faculty Supervisor, Cooperating Teacher and Certification Officer.
7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	Conclusion: Appropriate tools are in place to provide adequate feedback on program success.
	Evidence (e.g., conclusion based on data in table x):
	Changes: Changes to the current program are underway pending a reduction in Degree requirements from 130 Semester Hours to 120 Semester Hours as mandated by Board of Regents.
LO #3)	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	TE 215/TE 217 Rubric reviewed by appropriate faculty members. : TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	: Faculty Supervisor, Cooperating Teacher and Certification Officer. TE 215/TE 217 Rubric reviewed by appropriate faculty members.
7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	Conclusion: Current assessment practices are adequate for this LO.
	Evidence (e.g., conclusion based on data in table x):
	Changes: No anticipated program changes at this time.

LO #4)	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	– Reflective Journal, Student Portfolio of Classwork and lesson preparation. Journal and student portfolio are reviewed by individual faculty with an appropriate rubric for the designated class.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty, TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.
7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	Conclusion: Current assessment practices are adequate for the program
	Evidence (e.g., conclusion based on data in table x):
	Changes: No changes anticipated at this time of current program.
LO #5)	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Reflective Journal, Student Portfolio of Classwork and lesson preparation. Journal and student portfolio are reviewed by individual faculty with an appropriate rubric for the designated class.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty, TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.

7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	Conclusion: Current assessment practices are adequate for the current program.
	Evidence (e.g., conclusion based on data in table x):
	Changes: No changes anticipated at this time of current program.

Interim reports: append clearly labeled supporting data tables, organized by LO

General Education: Here is the URL for the list of approved general education courses and LO/objectives:
<http://web.ccsu.edu/registrar/classesregistration/generalEduProgram.asp>

NOTE: If department contributes to more than one LO, complete one summary for each LO

Department: _____

General Education LO Assessed: _____

Report Preparer: _____

General Education Question	Response
1) Courses: General Education course(s) taught	
2) Assessment Instruments: What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by XX course, provide information by XX course.	
4) Results: Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	Conclusion:
	Evidence (e.g., conclusion based on data in table x):
	Changes:
5) Strengths: What about your assessment process is working well?	
6) Improvements: What about your assessment process needs to improve? (changes to assessment plan should be reported here)	

Interim reports: append clearly labeled supporting data tables, organized by LO

SUMMARY DATA TABLE BY LEARNING OBJECTIVES

AY 2015 - 2016

T = TARGET (3) A= ACCEPTABLE (2) U = UNACCEPTABLE
 MS= MEAN SCORE N= PARTICIPANTS

LEARNING OBJECTIVES	T	A	U	MS	N
LO #1: Teach/Assess basic knowledge And skills in TEE	8	1	0	88% T 12% A	N=9
LO #2: Assess student acquisition of Age appropriate technology & engineering concepts	30	8	0	79% T 21% A	N=38
LO# 3: Plan & maintain a safe learning Environment and demonstrate skills to operate equipment and materials safely	16	2	0	88% T 12% A	N=18
LO# 4: Demonstrate ability to design Standards based student challenges; integrate STEM subjects	14	2	0	86% T 14% A	N=15

LO# 5: Demonstrate ability to adjust	14	1	0	93% T N=15
Instructional approaches, to manage disparate student				7% A
Student activities, and to administer assessments				

