Submission Guidelines for INTERIM Assessment Reports (assessment results from AY 2016-17)

Guidelines:

1) *Submission deadline: October 2, 2017, 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. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
4) *An Interim report consists of the completed Overview report for the academic program and General Education Overview, if appropriate.*
   a. *If your department contributes to the General Education (GE) curriculum and has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7 in the GE report).*

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. 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 a program in the year the department is scheduled to begin writing the Program Review self-study (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 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.

Department: Technology & Engineering Education_____

Report Preparer: _____J.DeLaura_____

Program Name and Level: Technology & Engineering Education K-12 - BS.ED._____

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	www.ccsu.edu/Teched/learningOutcomes.htmlT
LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	No Changes to learning outcomes were made during the reporting period.
Strengths: What about your assessment process is working well?	Current assessment process provides appropriate data.
Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)	Department continues to collect data based on the new 120 SH graduation requirements. The department is in the process of adapting edTPA assessment procedures for the spring 2018 semester. We are currently running a pilot program with our student teachers and expect to collect at the end of the fall 2017 semester. We plan to continue to use the edPTA and TASKstream tools for assessment.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.	
LO 1._____	
1.1) **Assessment Instruments**: 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.)	LO # 1: PRAXIS II, STUDENT TEACHING, TE 399, TE 400 Praxis II Examination required of all students for certification. Disposition instrument filed for each enrolled student with the School of Education & Professional Studies. **Assessment:** PRAXIS examination scores are review for each student as reported to the university certification officer. Faculty review area scores for indications of appropriate curricular topics. TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation. **Assessment:** Journal and student portfolio are reviewed by individual faculty with an appropriate rubric for the designated class. Disposition instrument filed for each enrolled student with the School of Education & Professional Studies.

	Assessment: Student Teaching Rubric is review for each student completing the experience. Student, Faculty supervisor and cooperating teacher review the Rubric at the mid-term and final points.
1.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty Supervisor, Cooperating Teacher and Certification Officer.
1.3) **Results**: Since the most recent full report, list:	Conclusion:
a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Changes: No changes anticipated at this time.

LO 2._____	

2.1)
Assessment
Instruments:
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.)
	Assessment: PRAXIS examination scores are review for each student as reported to the university certification officer. Faculty review are scores for indications of appropriate curricular topics.
	
	  TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.
	  Assessment: Journal and student portfolio are reviewed by individual faculty with an appropriate rubric for the designated class. Disposition instrument filed for each enrolled student with the School of Education & Professional Studies.
	  Assessment: Student Teaching Rubric is review for each student completing the experience. Student, Faculty supervisor and cooperating teacher review the Rubric at the mid-term and final points.
	
	Data recorded using Taskstream program.

2.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	**Interpretation:** Faculty, TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.
2.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Continue to collect appropriate data. Data collection results to be reported by Taskstream information. Changes: No changes anticipated at this time.
LO 3:._____	
3.1) **Assessment**	STUDENT TEACHING, TE 215,TE 399, and TE 400

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.)	Weekly reflective journal submitted. Formal assessment tool prepared by the Office of Field Services at mid-term and final sessions of student teaching. Data recorded using Taskstream program.
3.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty supervisor, Cooperating Teacher and Certification Officer. Rubric may be reviewed by appropriate faculty members.
3.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Begin to collect data using TaskStream program. Changes: No changes anticipated at this time.

LO 4._____	
4.1) **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.
4.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Assigned faculty.
4.3) Since the most recent full report, list:	Conclusion: Continue review of data collection process.
a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Changes: No anticipated changes at this time.
LO 5._____	
5.1) **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 and presentation.
5.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Assigned faculty.
5.3) Since the most recent full report, list:	Conclusion: Continue review of data collection process.
a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Changes: No anticipated changes at this time.

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

SUMMARY DATA TABLE BY LEARNING OBJECTIVES

AY 2015-2017

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*	25	5	0	80% T 20% A	30
LO #2: *Assess student acquisition of age appropriate technology & engineering concepts*	36	4	0	89% T 11% A	40
LO#3: *Plan & maintain a safe learning environment and demonstrate skills to operate equipment and materials safely.*	24	4	0	86% T 14% A	28
LO#4: *Demonstrate ability to design standards based student challenges; integrate studies of STEM subjects.*	15	4	0	74% T 26% A	19
LO#5: *Demonstrate ability to adjust instructional approaches, to manage disparate student activities, and to administer assessments.*	25	5	0	80% T 20% A	30

General Education Summary:
1. Summary only required for departments contributing to the General Education Curriculum.
2. If department contributes to more than one LO, complete one table for each LO.
3. If department has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7).
4. URL for the list of approved general education courses and LO/objectives:
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program

Department: _____NOT APPLICABLE_____

General Education LO Assessed: _____

Report Preparer: _____

General Education Question	Response
1) **Courses**: General Education course(s) taught and the LO(s) the course aligns with	
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 LO, provide information by LO	
4) **Results**: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Changes:
5) **Strengths**: List ways in which your assessment process is working well.	
6) **Improvements**: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	
7) Our department has not assessed its contribution to the General Education curriculum but our faculty are contributing to the Multi-State Collaborative. Please list faculty names.	

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