ASSESSMENT REPORT

AY 2013 – 2014

Overview

Department: Technology & Engineering Education

Report Preparer: James A. DeLaura, Professor & Chair

Program Name and Level: BSEd in Technology & Engineering Education

PREAMBLE and Highlights

Program Description: The baccalaureate program prepares teacher education candidates to meet the Connecticut Department of Education standards for certification to teach all K-12 Technology Education courses in the public schools of the state.

Changes made to program based on results from assessment activities: Two new courses have been added to the program that are in response to enhancing student content competencies. The courses include TE 217 STEM Laboratory Practices and TE 218 Electrical Applications for STEM.

SECTION 1 – LEARNING OUTCOMES (LO) UPON COMPLETION OF THE B.S.Ed. Program, the student will:

1. Possess and be able to teach and assess basic knowledge and skills in technology and engineering education, as outlined in the *Standards for Technological Literacy* and applicable state standards.
2. Understand and be able to assess student acquisition of age-appropriate technology and engineering concepts.
3. Demonstrate an ability to plan and maintain a safe, flexible and age appropriate learning environment which promotes inquiry and problem-based learning; and demonstrate the skills and knowledge to operate equipment and handle materials safely.
4. Demonstrate an ability to design and adapt rigorous, appealing, standards-based student challenges which require students to research, design, test, and redesign solutions to ill-defined problems, and which meaningfully integrate studies of mathematics, science, engineering, technology and other subjects.
5. Demonstrate an ability to adjust instructional approaches in response to differing learning styles; to manage multiple, disparate student activities simultaneously; and to design and administer assessments which promote continuous reflection and improvement of teaching and learning.

SUMMARY DATA TABLE BY LEARNING OBJECTIVES

AY 2013-2014

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*

ASSESSMENT INSTRUMENTS

AY 2013 – 2014

LO # 1: PRAXIS II, STUDENT TEACHING, TE 399, and 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, Facu**l**ty supervisor and cooperating teacher review the Rubric at the mid-term and final points.

Interpretation: Faculty Supervisor, Cooperating Teacher and Certification Officer.

LO # 2: 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.

Interpretation: Faculty Supervisor, Cooperating Teacher and Certification Officer.

LO # 3: STUDENT TEACHING, TE 215, TE 399, and TE 400

Assessment: TE 215/TE 217 Rubric reviewed by appropriate faculty members.

TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.

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.

Interpretation: Faculty Supervisor, Cooperating Teacher and Certification Officer. TE 215/TE 217 Rubric reviewed by appropriate faculty members.

LO # 4: TE 399, TE 400

Assessment: – 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.

Interpretation: Faculty, TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.

LO # 5: TE 399, TE 400, and STUDENT TEACHING

Assessment: 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.

Interpretation: Faculty, TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.

Student Teaching: **Interpretation: Faculty Supervisor and Cooperating Teacher.**

Results:

Overall students in the Technology & Engineering Education program are meeting and or exceeding the expectation for all five of the learning outcomes. All learning outcomes were measured by embedded assessment instruments and scored by faculty.

100% of students taking the PRAXIS II Content Exam successfully passed thus meeting the state certification requirements.

Analysis:

Faculty will review the Summary Data to look for indicators of improvement.

Use of Results:

The data suggests content areas that need to be reviewed. Specific learning objectives will be reviewed and additional longitudinal data will be collected over the next several semesters.

Assessment Plan:

Year 1: AY 2013 2014

- Review data results
- Look for trends relating to overall student success

Year 2: AY 2014 – 2015

- Review data instruments
- Review assessment and rubrics in appropriate courses
- Identify areas of additional attention
- Continue data collection

Year 3: AY 2015 – 2016

- Analyze collected data
- Compare results on a longitudinal basis
- Make appropriate program and/or course adjustments based upon data indicators

Department: ____Technology & Engineering Education_____

Report Preparer: ___James DeLaura_____

Program Name and Level: **Program Summary**

Technology & Engineering Education_____

Program Assessment Question	Response
1) **URL**: Provide the URL where the learning outcomes (LO) can be viewed.	Teched.ccsu.edu
2) **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.)	LO # 1: PRAXIS II, STUDENT TEACHING, TE 399, and TE 400 Praxis II Examination required of all students for certification. Disposition i each enrolled student with the School of Education & Professional Studies. LO # 2: STUDENT TEACHING, TE 215, TE 217, TE 399, and TE 400 **Assessment:** Weekly reflective journal submitted. Formal assessment tool of Field Services at mid-term and final sessions of student teaching. TE 215/TE 217 Rubric reviewed by appropriate faculty members. LO # 3: STUDENT TEACHING, TE 215, TE 399, and TE 400 **Assessment:** TE 215/TE 217 Rubric reviewed by appropriate faculty membe # 4: TE 399, TE 400 **Assessment:** – Reflective Journal, Student Portfolio of Classwork and lesso LO # 5: TE 399, TE 400, and STUDENT TEACHING **Assessment:** Reflective Journal, Student Portfolio of Classwork and lesson
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	**Interpretation:** Faculty Supervisor, Cooperating Teacher and Certification Officer.

4) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	82 % of program participants have reached the TARGET goal while 18 % have reached the a total of 100%. No participants were UNACCEPTABLE. This is the first round of data collection using the current tools – faculty are reviewed the specific areas that require attention.
5) **Strengths**: What about your assessment process is working well?	The data suggests that there are particular strengths with learning objectives 1, 2,3 and 5
6) **Improvements**: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	Additional data will be reviewed to address concerns for learning objective 4. The depart monitor assessment data to build a longitudinal picture of the assessment process.

General Education Summary: Here is the URL for the list of approved general education courses and LO/objectives: http://www.ccsu.edu/page.cfm?p=14893

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

Department: _____Technology & Engineering Education

General Education LO Assessed: No LO's assess general education

Report Preparer:

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General Education Question	Response
1) **Courses**: General Education course(s) taught	
2) **Assessment Instruments**: What data/evidence, other than GPA, are used 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, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	
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)	