



Submission Guidelines for **INTERIM** Assessment Reports (assessment results from AY 2017-2018)

Guidelines:

- 1) *Submission deadline: **October 15, 2018**, 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.*
- 5) *The Interim report includes a General Education Overview where your department's contribution to the assessment of CCSU's General Education Learning Objectives/Outcomes is reported.*

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. In lieu of a Full Assessment report during their Program Review year, departments should submit a 1-page summary report. This ensures that we are in compliance with NEASC and 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 the assessment of CCSU's General Education Learning Objectives/Outcomes. URL to Assessment website resources: <http://www.ccsu.edu/oira/assessment/AAP.html>

Overview: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee (AAC). 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.

Overview

Department: __Technology & Engineering Education _____

Report Preparer: ____JamesDeLaura_____

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: List ways in which your assessment process needs to be improved based on student data. (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 Fall 2018 semester. We are currently running a pilot program with our student teachers and expect to collect at the end of the Fall 2018 semester. We plan to continue to use the edPPTA 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: Using this year’s Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: 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.)	<p>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.</p> <p>Assessment: Journal and student portfolio are reviewed by individual faculty with an appropriate rubric for the designated class.</p> <p>Disposition instrument filed for each enrolled student with the School of Education & Professional Studies.</p> <p>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.</p>
2.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty, TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.
2.3) Using this year’s Findings, list:, 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 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.)	<p>STUDENT TEACHING, TE 215, TE 399, and TE 400, EDSC 431 & 432</p> <p>Weekly reflective journal submitted. Formal assessment tool prepared by the Office of Field Services at mid-term and final sessions of student teaching experience.</p> <p>Data recorded using Taskstream program.</p>
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) Using this year’s Findings, 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 data using TaskStream program.
	Changes: Collecting feedback data from Taskstream evaluations.

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) Using this year's Findings, list:: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Continue review of data collection process.
	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) Using this year's Findings, list:: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Continue review of data collection process.
	Changes: No anticipated changes at this time.

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

General Education Summary:

1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
2. If your department participated in the General Education Assessment initiative (Multi-State model), complete only Summary questions 1) and 2) below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Summary questions 1) – 7). Complete one Summary table for each LO assessed.

URL for the list of CCSU Learning Objectives/Outcomes: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

Department: _____

General Education LO Assessed: _____

Report Preparer: _____

General Education Questions	Response
1) Courses: List course(s) and the CCSU General Education Learning Objective/Outcome with which the course is aligned. (These include courses across all schools and departments and are not limited only to designated GenEd Study and Skill Area courses.)	
Participation in General Education Assessment Initiative (Multi-State Collaborative model)	Response
2) Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (Multi-State Collaborative model). <i>Please list the participating faculty and General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts.</i>	
Participation through Department-level GenEd Assessment	Response
3) Assessment Instruments: What data/evidence, other than GPA, are used to	Changes:

assess the stated CCSU General Education Objective/Outcome? (e.g., capstone course, portfolio review, licensure examination, etc.)	
4) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. Assistant, etc.).	
5) Results: Since the most recent full report, list: a. The conclusion(s) drawn, noting strengths and weaknesses. b. The changes that were or will be made as a result of those conclusion(s).	
6) Strengths in your Assessment Process: List ways in which your assessment process is working well.	
7) Improvements: List ways in which your GenEd assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).	

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

SUMMARY DATA TABLE BY LEARNING OBJECTIVES
AY 2017-2018

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