

EVALUATION OF PROGRAM OUTCOMES

CMN Assessment of Student Learning (ASL) Committee

1. Program Overview (FORM A)

This written plan includes: Mission, Vision, and Core Values of the program; Program governance; Overview of the Program of Study; Program Outcomes; Description of how the Program of Study fits within the Institutional Mission

TEACHER EDUCATION DATA COLLECTION

Data from Institutional Research (Empower): Admission data—inclusive demographics; Semester enrollment, Pre-program admission, Cumulative credits, Degrees conferred by year (Associate and Bachelor), Semester hours offered per semester, Grade Point Average by semester

INSTITUTIONAL DATA COLLECTION

Student Data

Empower – GPA-Semester, Full-Part Time, Ethnicity, Gender, Disability

Data from AQIP (from Higher Learning Commission via Institutional Research)

CCSSEE (student engagement)

CCFSSEE (student/faculty engagement)

SENSE (first Year)

DEMOGRAPHIC DATA (Teacher Education Database)

Parent, single parent, Career Changer/First generation, STEM Scholar/High School teacher clubs

Staff by semester (via Empower) -- Full time, Part time, Adjunct, cooperating teachers

PRAXIS II scores (Institutional Support Coordinator)

PPST scores-practice, tests taken, tests passed, pass rate

Praxis II- practice, tests taken, tests passed, pass rate

Portfolios – Admissions, Pre-Student Teaching, Student Teaching

Portfolio-rubrics submitted--Admissions, Pre-student Teaching, Graduate

Field experience—Schools/Districts, Grades teaching, Content area, Mentors, Initial License team report

Graduate Follow-up--CMN Graduate Survey

District Hires--Grade teaching, Content area, Mentor/initial team/PDP

2. Faculty Members (FORM B)

Includes full-time/part-time/cooperating/faculty members who teach in the discipline.

Name, Educational Credentials/Publications/Community work completed TE Faculty member

3. Strategic Plan (FORM C)

Teacher Education CMN Strategic Plan²⁰⁰⁶⁻²⁰¹⁶

This plan guides the Program of Study until the next Academic Program Review.
It also guides monthly and annual reporting.

- A. Ensure institutional stability and sustainability (providing student enrollment that meets break even points for cost risk analysis of program courses)
- B. Provide learning environment with adequate support services (Advising, Institutional Support Coordinator, Skills Lab, tutoring services)
- C. Develop/strengthen program content/delivery
- D. Foster partnerships/collaborations with internal/external stakeholders

4. Program Review (FORM D)

This CMN TE program uses the Wisconsin Ten Standards for Teachers, the Nine Teacher Education Program Outcomes, and the Five Teacher Dispositions based on the Menominee Clan system for students to articulate their knowledge, recognize their teaching skills and acknowledge their dispositions. Their knowledge, skills and dispositions are then presented for faculty, cooperating teachers and school districts to judge beginning with portfolio assessments, observations and field experience in school – pre-student teaching through student teaching, through initial year and on through the ranks of the teaching profession.

To see how the TE program works, a description of the process show the data points at which assessment is positioned and who makes those assessments.

The Teacher Education system for assessment begins at the course level. A general Program of Study matrix of Ten Teacher Standards displays where course standards are featured either with a primary focus or a secondary focus. Then, within each syllabus, standards matrices for teacher and content standards, program and course outcomes along with aspects of culture are specified by course assignments. Students complete assignments and with a reflection provide how the assignments met the specified standards/outcomes. This creates the evidence of standards/outcomes achievement by students and how selected artifacts build portfolios at various levels – admissions, pre-student teaching and student teaching. At the Admissions level, students begin with a philosophy, specified artifacts and documentation of hours for observation and mini-teaching from Early Childhood. After students have completed upper division coursework, especially methods, the pre-student teaching portfolio provides evidence of standards/outcomes – knowledge and skills in the various disciplines. With the student teaching portfolio, evidence shows how knowledge and skills all are embedded within various assignments to cover 10 teacher standards based upon artifacts chosen from various courses covering program and course learning outcomes. These artifacts are posted on the TE website and dispositions specifically covered in public presentations.

The evaluation of this system begins with teacher self assessment of their courses in terms of standards and outcomes. Moreover, evaluation of portfolios at the TE Admissions level are examined by all TE

faculty and then collected to analyze as an entire process during Data Retreat days. The evaluation of pre-student teaching portfolios are continuously evaluated by methods faculty and faculty with practica and again examined in January retreat and May Retreat days. The main document for portfolio assessment lies in evaluation of rubrics that faculty use to assess each student's work.

Progress and concomitant monitoring in this assessment process is augmented by Empower data -- course credit accumulation, GPAs, graduation -- to provide information on the progress of the program satisfying institutional, program and standard setting bodies on efficiency of system to prepare teachers. With data to analyze what are needed improvements, TE can plan.

In the ASL review, TE plans can be presented using and Executive Summary of the data gathered. This form will be completed with the assistance of the Institutional Research office, the Departmental Dean, the Department Chair, and the Advisor(s) for the Program of Study.

5. Recommendations (FORM E)

This section will be completed by the ASL Committee. The recommendations made by this committee will guide the program.

6. Action Plan (FORM F)

Following the academic review, an Action Plan addressing the recommendations made by the Review Board will need to be completed. The Action Plan states 1) what actions will be taken as a result of the review, 2) Who is responsible for the action(s), and 3) What is the timeline for completing the actions. The Action Plan's recommendations are a major focus of the review.

7. Follow-up Report (FORM G)

This report is submitted two years after the Academic Program Review is completed. It essentially follows-up on the Action Plan.