

2017-2018 Assessment Cycle EDUC_Curriculum and Instruction M Ed

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The mission of the College of Education at the University of Louisiana at Lafayette is built on the three pillars of the academy: Teaching, Scholarship, and Service. A commitment to high standards in each of these areas enables the college to be responsive to community, regional, and state needs while addressing national and international concerns. Through Teaching, Scholarship, and Service, the college strives to prepare outstanding teachers, educational leaders, and other professionals in related domains, while developing viable public and private partnerships which systematically improve education. This mission, being fundamental and timeless, represents the professional and ethical imperative of the College of Education to be attentive to the needs of contemporary college students and to the challenges of serving a diverse, modern society.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

Departmental Mission: The Department of Curriculum and Instruction at UL-Lafayette seeks to provide teacher candidates with requisite knowledge, skills, and dispositions to fully address K-12 students' cognitive, social, and psychological needs. Furthermore, our field-intensive approach to teacher preparation aims to equip our candidates with pedagogues closely associated with lessening inherited barriers to K-12 students' success.

Program Mission: Find and Add

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Candidates will demonstrate a synthesis of knowledge and skills learned during their program as part of the Capstone Process.(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Capstone Assignment</td> <td>One-hundred percent (100%) of our candidates will attain an average score of "Adequate" or above on the Position Paper Assessment.</td> <td>Position_Paper_Rubric.docx</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Capstone Assignment	One-hundred percent (100%) of our candidates will attain an average score of "Adequate" or above on the Position Paper Assessment.	Position_Paper_Rubric.docx
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Goal/Objective	Candidates will be able to demonstrate a synthesis of knowledge and skills learned during the research phase of the Capstone Experience.(Imported)								
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning)

and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

- 1) What strategies exist to assess the outcomes?

The Department of Curriculum and Instruction jointly and periodically reviews available data regarding project outcomes. Typically, we engage in substantive discussions during faculty meetings and make programmatic decisions (if necessary) during the end of the fall or spring semesters

- 2) What does the program/department expect to achieve with the goals and objectives identified above?

Our program expects that as a result of the goals and objectives being met, we can impartially discern the extent to which our graduates met or exceeded state and national standards as well as met the practical demands of our field.

- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

A number of changes are being piloted that may have an impact on outcomes. We hope that such changes would result in immediate surges in productivity but we are aware of implementation gaps which may appear in the data sets.

- 4) What is the plan for using data to improve student learning and/or operations?

Because our data sets are analyzed jointly, we expect to have several sub-groups evaluate the data sets and make recommendations on what next steps might be necessary. Furthermore, we examine prior practical and research outcomes (when applicable) associated with proposed interventions to determine if such change has been consistently successful for the issue we are seeking to improve.

- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)

As mentioned above, the data is shared multiple times throughout the year with major decisions being made at the end of a given fall or spring semester. The data sets are typically shared with faculty and faculty sub-groups first then recommendations are brought forth to other college administrators for consideration.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Candidates will demonstrate a synthesis of knowledge and skills learned during their program as part of the Capstone Process.(Imported)

Goal/Objective	Candidates will demonstrate a synthesis of knowledge and skills learned during their program as part of the Capstone Process.(Imported)	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes		
Assessment Measures	Assessment Measure	Criterion
	Direct - Capstone Assignment	One-hundred percent (100%) of our candidates will attain an average score of "Adequate" or above on the Position Paper Assessment.

Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Capstone Assignment	Has the criterion One-hundred percent (100%) of our candidates will attain an average score of "Adequate" or above on the Position Paper Assessment. been met yet?			- Assessment Process: Goals / Outcomes / Objectives changed: Our ultimate goals are to have candidates produce documents that are publishable in the education sector of peer review journals and have enough practical significance to have a discernible impact on their own instructional practice and the instructional practices of their peers.

Assessment List Findings for the Assessment Measure level for Candidates will be able to demonstrate a synthesis of knowledge and skills learned during the research phase of the Capstone Experience.(Imported)

Goal/Objective	Candidates will be able to demonstrate a synthesis of knowledge and skills learned during the research phase of the Capstone Experience.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure	Criterion			
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Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Capstone Assignment	Has the criterion One-hundred percent (100%) of our candidates will attain an average			- Assessment Process: Goals / Outcomes / Objectives changed: Our ultimate goals are to have candidates produce

		score of 2.0 or above on the EDCI Portal 8: Capstone Paper (Research Report) Assessment. been met yet?		documents that are publishable in the education sector of peer review journals and have enough practical significance to have a discernible impact on their own instructional practice and the instructional practices of their peers.
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below) (selected)

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle) (selected)

Once per cycle

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee (selected)

Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student

learning and/or operations.

High level of consistency remains among all program components. No need for holistic changes but we will continue to examine data to maintain our current high-performance and to detect trends in the data

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

This would be our third cycle and no gaps (loops) have been present to proverbially close.

Attachments (optional)

Upload any documents which support the program / department assessment process.