

## 2009-10 Program Assessment Update

Department & Program: Mathematics: BAE Secondary Education

submitted by: Mathematics Education Committee

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>A. Develop the ability to interact with learners (e.g., assess learning, motivate learners) and to promote learners' interaction with others</p>	<ul style="list-style-type: none"> <li>• Practicum observations from AY 2009-10</li> <li>• Analysis of student work assignment from Practicum</li> </ul>	<ul style="list-style-type: none"> <li>• In general, moderate to substantial growth demonstrated over time by all 8 students</li> <li>• Scores ranging from 3<sup>-</sup> to 4<sup>+</sup> on a 4-point scale</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide individual feedback to each Practicum student on a weekly basis</li> <li>• Continue to provide feedback on this aspect of 8 lesson plans and analysis of student work assignment</li> </ul>	<p>AY 2010-2011, Fall and Winter quarters</p> <p>Contact supervising teacher at end of quarter to gain his/her input on student's performance.</p>	<p>This is an important learning outcome that we should continue to monitor on a regular basis</p>
<p>B. Develop the ability to translate conceptual knowledge into lessons/tasks that address a conceptual understanding of the topic</p>	<ul style="list-style-type: none"> <li>• Unit Plan -- 2 drafts submitted for feedback and final plan submitted for assessment</li> <li>• Professional Admissions Interviews from AY 2009-2010</li> </ul>	<ul style="list-style-type: none"> <li>• Growth over time demonstrated by all 8 candidates; final scores on unit plans ranged from 3<sup>-</sup> to 4<sup>+</sup> on a 4-point scale.</li> <li>• Of 8 students interviewed, 7 passed on 1<sup>st</sup> attempt; one completed a remediation assignment before final approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue providing intermediate feedback to students on how their unit plans address conceptual understanding.</li> <li>• Continue to interview majors as a component of EDUC 420 and provide meaningful remediation as needed.</li> </ul>	<p>AY 2010-2011.</p> <p>Contact supervising teacher at end of quarter to gain his/her input on student's performance.</p>	<p>This is an important learning outcome that we should continue to monitor on a regular basis with the addition of more input from the supervising teacher.</p> <p>Of the 10 secondary math majors who took the WEST-E, 9 scored above the statewide average, and all 10 passed.</p>

