

Degree/Certificate: Bachelor of Arts in Education

Major/Option: Business and Marketing Education (BME) & Career and Technical Education (CTE)

Submitted by: Taryn Fletcher

Date: June 12, 2015

Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic year:

Assessment for Plan 1 (University Route) and Plan 2 (Business and Industry Route) underwent course outlining during the 2013-2014 academic year to comply with Washington State Standards, Career and Technical Education Standards, and 21st Century Skills. An additional staff meeting is scheduled for July 9, 2015, for “closing the loop.” The Plan 2 program will be assessed by the State in 2018 (Will you be assessing and providing evidence/reports on an annual basis between now and 2018? FYI – our NWCCU requires annual assessments with evidence/reports.), as EWU is currently working with the State and all Plan 2 Providers to update Plan 2 Standards.

1. **Student Learning Outcome:** The following student learning objectives were assessed during Summer 2014.
 1. Apply and integrate the State’s Common Core Competencies and 21st Century skills in the program implementation and assessment and, in addition, be able to identify the diverse needs of students and implement programs and strategies that promote student competency and success.
 2. Create and sustain safe learning environments that prepare diverse students for the workplace, advanced training, and continuing education.
 3. Model personal and professional attributes and leadership skills that reflect productive life and work roles as well as implement and maintain collaborative partnerships with students, colleagues, communities, businesses, industries, and families that maximize resources and promote student self-sufficiency.
 4. Demonstrate workplace competencies in keyboarding and digital input; information technology clusters; information systems management; information processing applications; technical communications; principles of entrepreneurship, marketing essentials, business management, accounting and computation; economics and finance; international business; and business law.
 5. Demonstrate teaching competence in all areas listed in the fourth learning goal above, including career development, work-site coordination, and integration of leadership development into the curriculum and management.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

 X SLO is met, but with changes forthcoming;

_____ SLO is met without change required

Are all SLOs being assessed in this report? E.g., a) are all SLOs listed above “met, but with changes forthcoming,” and b) does the information below pertain to all SLOs listed? If it does, it doesn’t seem clear how Plan 1 & 2—including problems identified and plans for improvement—are being addressed. The

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

The director, coordinator, and instructors (BME faculty) in both the Plan 1 (BME) and Plan 2 (Industry Route) programs had never attended a collaborative meeting; thus, historically assessment on course frameworks had never been collaboratively outlined. During the 2014-2015 academic year, all instructors in both programs attended an all-day staff meeting to align the courses with University requirements, State standards, and student feedback.

During the July 2014 meeting, the course syllabi were reviewed and evaluated based on their alignment to the state Career and Technical Education Program Standards and the Ed TPA requirements (OSPI). Several areas within multiple courses had unnecessary overlap and two instructors wrongly assumed content was being covered in other classes. The staff collaboratively outlined where the content (Ethics & Leadership) was the best fit and removed it from the course in which it did not belong or added missing content to the appropriate course (Industry Safety Standards). There were areas that Business and Marketing instructors identified student competence could improve based on course assignment rubrics and course outcomes. The staff discussed where there may have been gaps in learning and rearranged some of the scope and sequence to ensure student success in the programs. The curriculum and courses were revised to align with the standards. During the upcoming annual faculty meeting in July 2015, the revisions will be evaluated by comparing course completion rates, program completion rates, WEST-E results, student teaching Education TPA results or practicum rubric results, and job placement with previous years to determine if the changes in curriculum had a positive impact on student achievement.

Plan 1—Student’s quality of work and GPA dropped during BME methods (BUED 475 & BUED 476). After polling the students who completed methods, the unanimous student census was teaching lesson plans to students in the high schools is difficult due to the following:

1. Not all students have been placed by the Education department prior to methods
2. Some high schools are on a semester system and students are testing; therefore, stopping testing for an EWU student to teach a lesson plan that does not necessarily fit into the curriculum is disruptive

3. Not all students are placed in classrooms in the same content of the assigned lesson plan.

Plan 2—Not all students who complete the program are eligible to receive their CTE certificate from the state due to lack of portfolios.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings:

Twenty percent of Plan 2 students were not completing due to failure to complete a portfolio developed throughout the program.

- b. Analysis of findings:

It is believed that Plan 2 students not finishing the program is due to procrastination of portfolio development. Plan 2 students should begin their portfolio during their first course and progress it with each additional course; however, due to no milestones within the program, students who have completed each requirement fail to be classified as a completer due to lack of a professional portfolio.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

Fall 2015, two experimental courses (professional portfolio development and management of practicum) will be created to establish portfolio milestones.

Are there any plans to address the problems identified in Plan 1?

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

Is there anything to report in this section?

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

Is there any information to add to this section, items 1-4?

1. **Student Learning Outcome(s)** assessed for 2013-14
2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.
3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.
4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program

Improvement” (2001). Retrieved from
http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf