

**Program Assessment Development Grant
Follow-up Report**

Data-Driven Decision Making in the Education Department

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Education Department

The Education Department continues to refine the structure of its programs, examine student proficiency and growth, and think about student learning outcomes in light of the college's new four-year learning outcomes. The Assessment Development Grant which was awarded for the purposes of assisting the department in self study related to these issues was used to fund a day-long retreat held on March 23, 2010 at the Inn at Saint Mary's. Together with faculty members in the department (Dale Banks, Kitty Green, Loretta Li, MaryAnn Traxler) and Karen Van Meter, Director of Student Teaching, I facilitated a discussion which focused on an examination of summary assessment data of candidate proficiencies from academic years 2006-2007, 2007-2008, and 2008-2009. Kitty Green also served as a representative of the College Assessment Committee, and contributed valuable insights to our discussion.

In preparation for the retreat, I gathered and duplicated summary data in the form of electronically-stored bar graphs related to both internal (e.g., department faculty) and external (e.g., school faculty) evaluations of our students at various transition points in each of the programs in the department (elementary, middle school, and secondary). The course of study for each program is divided into three "STEPS," and the end of each step is designated as an important checkpoint on candidate proficiency in the ten Saint Mary's College Performance-based Standards that guide our program. The following table summarizes the various kinds of tools that are used:

Assessment in the Education Department

Program	STEP One	STEP Two	STEP Three	Program Completers	After Program Completers
Undergraduate Teacher Prep. (Elem. Major, Sec. Minor)	*passing scores – Praxis I *C+ or better in EDUC 201 *application to the department *school faculty's satisfactory field assessment. *2.5 GPA *dispositions pre-assessment	*school faculty's satisfactory mid-term and final field assessment *2.5 GPA *Advanced Writing Proficiency in the major (faculty evaluations) *Methods and Materials Portfolio (written and oral pres. faculty	*passing scores – Praxis II *clinical faculty's satisfactory mid-term and final field assessment (fall) *2 Standards-based performance evaluations from clinical faculty during student teaching *final evaluation	*satisfactory application for licensure	*surveys sent to principals of schools where graduates are employed

	*support of three professors on dispositions evaluations (part of application to the department) *attainment of College Writing Proficiency	evaluation) *Methods and Materials Portfolio candidate self-assessment *end-of-course dispositions candidate self-assessment	from clinical faculty *clinical faculty's 4 lesson evaluations from student teaching *college supervisor's 4 lesson evaluations *end-of-course dispositions candidate self-assessment (fall) *end-of-program dispositions candidate self-assessment (spring) *Student Teaching Portfolio (spring) (written and oral presentation faculty evaluation) *Student Teaching Portfolio candidate self-ass.		
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As the department's conceptual framework is based on these standards, a close look at these proficiencies sheds light on the overall health of the department and its success in achieving its mission. In addition, the department has been piloting end-of-course assessments of candidate dispositions; I also copied compiled results of these candidate self-assessments, which are organized by standard with indicators of the derived mean values related to quantitative points on a continuum.

With all of this information, twenty-one sets of data were organized and copied for each member of the department (see example of one set attached). Our discussion progressed through each program and each checkpoint, and patterns of strengths and weaknesses related to the standards were noted by me on "Summary Data Sheets" which I had prepared for each set of data. Overall, although performance on some standards was consistently higher at various points in the program, it was found that our candidates are basically meeting or exceeding expectations on all ten standards. The conversation was extremely valuable in that not only were specific notations made about numerical results, postulations were made about factors in the sequence of courses, field experiences, value of student self-assessment, and other factors that are critical to the continued refinement of our program. The conversation was also helpful with regards to the revised assessment plan to be developed in keeping with the new general education curriculum.

The Assessment Development Grant was extremely valuable to the Education Department. As the department moves forward in light of the strategic plan at Saint Mary's and the changing demands of the profession, the opportunity to collaborate via the retreat has helped us to make sound decisions for the future.

Summary of Expenses

Inn at Saint Mary's

Room rental	\$100.00
Food (continental breakfast, lunch)	194.92
Service charge	38.98
Sales tax	20.64
Duplicating	44.13
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	\$398.67

*We hope to still be able to purchase a few books on assessment with the remaining funds.