

Assessment Report - Four Column

Eastern Oregon University Program (COE) Education

Catalog Description: The College of Education is home to Eastern's professional programs in Teacher Education, Physical Activity and Health and the Master of Science in Education. Approximately one-third of Eastern's graduates select majors or licensure programs offered by the College. The faculty of the College of Education is dedicated to meeting the University's mission of serving rural Oregon and beyond through professional programs of instruction, research, and service. We have a special commitment to the educational needs of public schools and teachers and to health promotion specialists in the eastern region of Oregon.

How Program serves the Mission: The College of Education complements the mission of the University by providing programs that have high expectations, with specific goals of training and preparing our students for successful teaching careers after graduation. The program, through the usage of student teachers and interns, collaborates with local school districts in terms of providing potential teachers for them, or by providing their current employees with training beyond their initial degree and teacher licensure. Since quality teachers are in constant demand, not only does the program collaborate with local districts, but with districts throughout the Northwest.

The programs, inherently, require extensive cooperation between the College of Education and local districts, both in terms of student teaching placements and curricular enhancement. Professors and instructors are instrumental in providing or assisting with specific programs that are directly associated with local schools and districts. These include outdoor science, academic competitions, field trips, and presentations. The school districts, ideally, then provide a core base of students for our program, since many of our students come from our surrounding school districts in Eastern Oregon. This collaborative nature is mutually beneficial since cooperation between the College of Education and local districts is imperative for a sound program.

Since its inception as a "normal school", the primary purpose of the University was to provide teacher preparation programs for Eastern Oregon. The College of Education has at its core the privilege and duty of continuing this practice at a level commiserate with the needs of the area.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
Program (COE) Education - Communication - Have the ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations. Year(s) to be Assessed: 2009-2010 Outcome Status: Active	Description of Assessment: Work Sample Assessment Type: Writing Assignment	08/22/2013 - There were 21 students who were student teaching with Work Samples this term. They were students who were from the La Grande and Ontario sites. The number of students earning "Met" on all aspects of the Work Sample was 21. Therefore, the percentage of students earning "Met" on all aspects of the Work Sample was 100%. Benchmark Met: Yes Reporting Year: 2009-2010	08/22/2013 - Continue to reinforce the concepts that are being taught in the CUESTE coursework to ensure that future students will also earn "Met" status on their Work Samples. Keep current on any changes to the TSPC requirements regarding Work Samples.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
		High Impact Practice (HIP) - only choose one: Portfolio Related Documents: Communication assessment summary	
Program (COE) Education - Integrated Learning - Students have adhered to the five domains established by Teacher Standards and Practices Commission of Oregon: Plans Instruction, Classroom Climate, Engages Students, Reports Student Progress, Professional Behavior Year(s) to be Assessed: 2010-2011 2011-2012 Outcome Status: Active	Description of Assessment: Fall Project Assessment Type: Capstone Assignment/Project	08/22/2013 - Most students understood the theories of education as represented, but had a more difficult time assessing the usage within the classroom itself. This could mean that more practice in analysis of the theories in usage than just explaining them may be required the next time. Some students showed a great deal of growth from knowing virtually nothing about educational theory to be able practitioners. Benchmark Met: Yes Reporting Year: 2011-2012 High Impact Practice (HIP) - only choose one: Capstone Project Related Documents: Education Fall 2011 Project Syllabus Fall 2011 LCDC Aggregate Data Form C 1B	
	Description of Assessment: Student teaching capstone	08/22/2013 - Student Teaching Analysis 8 Lesson Planning (Domain I on Form D): All 65 students earned a 3 or 4 on this criterion. 60 students earned the maximum score of 4. Implementing Lessons (Domain 3 on Form D): 64 of the 65 students earned a 3 or 4 on this criterion. 57 students earned the maximum score of 4. One student earned a score of 2. The student who did not meet the minimum standard for all criteria did not successfully	08/22/2013 - Students within the program demonstrate an ability to plan and implement lessons and units using a variety of effective teaching methods. Continue to reinforce effective practices within the university classroom to teach and demonstrate effective lesson planning and implementation.

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		<p>complete student teaching and was provided an opportunity to complete a second student teaching experience in the Fall of 2011.</p> <p>The data analyzed include students from all five CUESTE sites across the state: La Grande, Ontario, Pendleton, Gresham, and Coos Bay.</p> <p>Capstone Analysis: 10 of the 11 students who enrolled in the capstone class during the 2010-2011 school year successfully completed the course. Nine students earned an A in the course and one student earned a B. One student withdrew from the course during the fall term, re-enrolled during the winter term, and did not successfully complete the course.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2010-2011</p> <p>High Impact Practice (HIP) - only choose one: Internship/Practicum/Field Work</p> <p>Related Documents: Integrated Learning Assessment</p>	<p>Changes in the rules for the state accreditation agency, the Teacher Standards and Practices Commission (TSPC) will require changes to teacher standards and preparation programs. These changes will cause significant revisions to our documentation and reporting processes, including the observation forms used for data collection and analysis for this integrated learning outcome. Our program will need to continue to monitor internal processes and adjust to new requirements from TSPC.</p> <p>In the capstone course, most students were successful with the course using the newly developed rubric for assessment. It will be necessary to revisit the rubric and course requirements, as several students (4 out of the 11) were unable to complete the course in a single term. They had incomplete grades and returned to complete the course successfully in a subsequent term. We need to evaluate whether we intend the course to be a single term course or a multi term course and make changes necessary to match expectations with work load.</p>
Program (COE) Education - Inquiry/Critical Thinking - Have acquired an understanding of the influence of language on the learning process and the use of this knowledge to	<p>Description of Assessment:</p> <p>Outcome: Inquiry/Critical Thinking to be assessed 11-12</p>	09/21/2012 - All students will perform at the level of proficient or above on the rubric for the assignment. Proficient is defined as earning 80%	11/08/2012 - For students who remain in the program, faculty will work with them individually to revise

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<p>facilitate learning. Engage in teaching as inquiry through reflection.</p> <p>Year(s) to be Assessed: 2011-2012</p> <p>Outcome Status: Active</p>		<p>of the points possible on the rubric used for scoring the final paper.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2011-2012</p> <p>High Impact Practice (HIP) - only choose one: University Writing Requirement</p> <p>Related Documents: Aggregate Data11-12</p>	<p>or redo the focused inquiry project so that it meets proficiency expectations.</p> <hr/>
<p>Program (COE) Education - Civic Engagement - Recognize that they will be teaching in a society that is growing in terms of diversity and complexity, and that they will be required to adapt to the ever-changing face of education</p> <p>Year(s) to be Assessed: 2012-2013</p> <p>Outcome Status: Active</p>	<p>Description of Assessment: Outcome Civic Engagement/Critical Thinking to be assessed 12-13</p>	<p>04/16/2013 - In fall 2012 eighteen CUESTE students were scored based on items submitted as part of the required summary portfolio for the ED 309 Structured Practicum. All eighteen students demonstrated a score of "1." No students were rated "2" or "3."</p> <p>Benchmark Met: No</p> <p>Reporting Year: 2012-2013</p>	<p>04/16/2013 - When all students in a given cohort fail to demonstrate acceptable levels of achievement, three possibilities exist: (1) The assessment instrument itself is flawed; i.e. lacks appropriate validity or reliability. In this case it would properly be construct validity. (2) The assessment instrument possesses appropriate construct validity, and therefore the student performance data is accurate; the students did indeed perform poorly. (3) The assessment instrument possesses appropriate construct validity, but was administered in the wrong setting or context. Thus, the data is not a valid indicator of actual student performance. Discussion: The assessment rubric was developed in accordance with widely accepted assessment procedures, and appropriately vetted by informed professionals. It likely possesses appropriate construct validity. Likewise, CUESTE students demonstrate</p>

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			<p>strong academic and professional performance in all other program areas, therefore it is highly unlikely that poor student performance is at play here. It is most likely that the ED 309 practicum is not the appropriate context in which to assess civic engagement in the MDST/CUESTE program.</p> <p>Recommendation: Identify a more appropriate area of the MDST/CUESTE program in which to employ the civic engagement scoring guide.</p>
<p>Program (COE) Education - Program Review - No Assessment - Program Review</p> <p>Year(s) to be Assessed: 2013-2014</p> <p>Outcome Status: Active</p>			

By Year to be assessed and Outcome

Year(s) to be Assessed	Unit Name	Program Outcome Name
2009-2010	Program (COE) Education	Communication
2010-2011	Program (COE) Education	Integrated Learning
2011-2012	Program (COE) Education	Inquiry/Critical Thinking
2011-2012	Program (COE) Education	Integrated Learning
2012-2013	Program (COE) Education	Civic Engagement
2013-2014	Program (COE) Education	Program Review - No Assessment
2014-2015	Program (COE) Education	Communication
2015-2016	Program (COE) Education	Integrated Learning
2016-2017	Program (COE) Education	Inquiry/Critical Thinking
2017-2018	Program (COE) Education	Civic Engagement