



2020 - 2021 ASSESSMENT PLAN and REPORT

for

**Department of Education
Undergraduate Educator Preparation Program**

Submitted by
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PART I – THE PLAN

During the 2020 – 2021 academic year, the Education Department will focus on:

- A. providing proactive advising for Education majors. Our purposes are: 1) to ensure that Education majors take Education courses at the time that those courses are being offered in order to reduce and/or eliminate the number of students requiring Legacy courses prior to Student Teaching, 2) to encourage Education majors to complete the Calvary University Steps to Teacher Certification in a timely manner, and 3) to forge long-lasting relationships which will facilitate student satisfaction, student retention, and student success.
- B. creating a sense of community among the students who are Education majors. The Education Department will host at least one group activity per academic cycle.
- C. evaluating the courses offered as well as the sequence of courses in the Educator Preparation Program.
- D. exploring the possibility of adding a minor in Early Childhood Education.

Calvary University Mission: Calvary University is an independent, nondenominational institution, providing undergraduate and graduate education which *prepares Christians to live and serve in the church and the world according to the Biblical worldview*. This is accomplished by providing appropriate educational curricula and a climate that fosters the development of intellectual and spiritual maturity, leadership potential, servanthood, and a sense of mission.

Department of Education Mission: The mission of the Education Department is to prepare highly effective teacher candidates who are capable of meeting the diverse learning needs of students in the 21st century classroom.

Program Learning Outcomes (PLO)

PLO 1: Deliver instruction for teacher candidates to develop and refine a biblical philosophy of education formed through a foundational understanding of the Scripture.

PLO 2: Provide teacher candidates with the content knowledge and pedagogical skills necessary to teach students in the 21st century.

PLO 3: Arrange multiple opportunities for teacher candidates to practice and develop their professional and pedagogical skills through practice teaching sessions in the university classroom, field experiences, and student teaching.

PLO 4: Value human diversity and provide instructional opportunities to practice analyzing and evaluating different points of view while learning to relate to others in the places in which they live, work, and serve.

PLO 5: Equip students to utilize formative and summative assessment strategies to evaluate academic progress and implement instructional technology strategies to improve learning outcomes.

PLO 6: Furnish teacher candidates with the information, resources and support necessary to achieve the Missouri state standards for teacher certification and complete required steps and assessments throughout the program.

Student Learning Outcomes (SLO)

Educator Preparation Program (EPP) majors will:

SLO 1: Compose a comprehensive Biblical philosophy of education.

SLO 2: Demonstrate mastery of content knowledge aligned with their certification area.

SLO 3: Create lesson plans and unit plans that implement curriculum development strategies and instructional approaches utilizing a variety of resources to encourage students' critical thinking, problem-solving, and performance skills while considering differentiated strategies to support all learners.

SLO 4: Participate in a variety of field experiences that promote the development and acquisition of pedagogical skills.

SLO 5: Articulate how various philosophies of individual and group motivation and behavior can be applied to create learning environments that encourage active engagement in learning, positive social interaction, and constructive self-management.

SLO 6: Demonstrate knowledge of effective formative and summative assessment strategies to evaluate learners' academic progress.

SLO 7: Complete all the appropriate requirements and assessments throughout the degree program.

Measures and Achievement Targets:

M1: Each student who completes ED247 will compose a comprehensive Biblical Philosophy of Education paper.

Achievement Target: Each student who completes ED247 will achieve a score of 83% or higher on the Biblical Philosophy of Education paper.

M2: Each Education major will earn at least a 3.0 grade point average for Education classes taken during this school year.

Achievement Target: At least 87% of all Education majors will earn a 3.0 minimum grade point average for Education classes taken during the 2020 – 2021 school year.

M3: Each Education major enrolled in one or more Education methods classes will create lesson plans and unit plans that implement curriculum development strategies and instructional approaches utilizing a variety of resources to encourage students' critical thinking, problem-solving, and performance skills while considering differentiated strategies to support all learners.

Achievement Target: Each Education major enrolled in one or more Education methods classes will achieve a score of 83% or higher on their lesson plan and unit plan assignments.

M4: The pedagogical skills of each Education major who completes Field Experience I, Field Experience II, and Student Teaching will be evaluated by the supervising teacher and/or cooperating teacher.

Achievement Target: At least 87% of all Education majors who complete Field Experience I, Field Experience II, and/or Student Teaching will achieve an evaluation rating of Proficient/Skilled from their supervising teacher and/or cooperating teacher.

M5: Each Education major who completes ED444 will write a paper examining various philosophies of individual and group motivation and behavior that can be applied to create learning environments that encourage active engagement in learning, positive social interaction, and constructive self-management.

Achievement Target: Each Education major who completes ED444 will achieve a score of 83% or higher on their paper which examines various philosophies of individual and group motivation and behavior that can be applied to create learning environments that encourage active engagement in learning, positive social interaction, and constructive self-management.

M6: Each Education major who completes ED445, ED446 and/or ED470 will demonstrate knowledge of effective formative and summative assessment strategies to evaluate learners' academic progress.

Achievement Target: At least 87% of Education majors who complete ED445, ED446 and/or ED470 will demonstrate knowledge of effective formative and summative assessment strategies to evaluate learners' academic progress.

M7: Each Education major will complete the Calvary University Teacher Steps to Certification associated with their academic progress in their degree program.

Achievement Target: At least 87% of all Education majors will complete the Calvary University Teacher Steps to Certification associated with their academic progress in their degree program.

PART II – THE REPORT

Part II of the Assessment Report is writing about the results from your plan for the 2020-2021 academic year. This Assessment Report will be submitted by May 28, 2021.

You will report on the effectiveness of your Assessment Plan. You will provide evidence that students actually learned what you said they would learn in the PLOs and SLOs that you chose to emphasize this academic year. You will provide evidence that changes you made in your academic program actually increased student learning.

The final Assessment Report you submit in May will include Part I – The Plan (submitted in August 2020) and Part II – The Report which includes the information that follows.

Findings:

M1: Each student who completes ED247 will compose a comprehensive Biblical Philosophy of Education paper.

Achievement Target: Each student who completes ED247 will achieve a score of 83% or higher on the Biblical philosophy of education paper.

Documented Actual Achievement:

This achievement target was met. In ED247, all students who were accepted into the Educator Preparation Program achieved a score of 83% or higher on the Biblical philosophy of education paper.

Action:

Students refine their philosophy of education as they progress through their degree program. Consequently, we will require seniors to update their Philosophy of Education paper in preparation for fulfilling Student Teacher application processes.

M2: Each Education major will earn at least a 3.0 grade point average for Education classes taken during this school year.

Achievement Target: At least 87% of all Education majors will earn a 3.0 minimum grade point average for Education classes taken during the 2020 – 2021 school year.

Documented Actual Achievement:

This achievement target was met. During the 2020 – 2021 school year, 94% of all Education majors earned a 3.0 minimum grade point average for their Education classes.

Action:

We will continue to enforce Calvary's policy of having students pass the MoGEA and be formerly admitted into the Educator Preparation Program prior to enrolling in 300 and 400 level classes.

M3: Each Education major enrolled in one or more Education methods classes will create lesson plans and unit plans that implement curriculum development strategies and instructional approaches utilizing a variety of resources to encourage students' critical thinking, problem-solving, and performance skills while considering differentiated strategies to support all learners.

Achievement Target: Each Education major enrolled in one or more Education methods classes will achieve a score of 83% or higher on their lesson plan and unit plan assignments.

Documented Actual Achievement:

This achievement target was met. This year each Education major enrolled in one or more Education methods classes achieved a score of 83% or higher on their lesson plan and unit plan assignments.

Action:

We will continue to enforce Calvary's policy of having students pass the MoGEA and be formerly admitted into the Educator Preparation Program prior to enrolling in 300 and 400 level classes.

M4: The pedagogical skills of each Education major who completes Field Experience I, Field Experience II, and Student Teaching will be evaluated by the supervising teacher and/or cooperating teacher.

Achievement Target: At least 87% of all Education majors who complete Field Experience I, Field Experience II, and/or Student Teaching will achieve an evaluation rating of Proficient/Skilled from their supervising teacher and/or cooperating teacher.

Documented Actual Achievement:

This achievement target was met. **All** Education majors who completed Field Experience II, and/or Student Teaching achieved an evaluation rating of Proficient/Skilled from their supervising teacher and/or cooperating teacher.

Action: We will continue to prepare students to be successful in Field Experience I, Field Experience II, and Student Teaching.

- M5: Each Education major who completes ED444 will write a paper examining various philosophies of individual and group motivation and behavior that can be applied to create learning environments that encourage active engagement in learning, positive social interaction, and constructive self-management.

Achievement Target: Each Education major who completes ED444 will achieve a score of 83% or higher on their paper which examines various philosophies of individual and group motivation and behavior that can be applied to create learning environments that encourage active engagement in learning, positive social interaction, and constructive self-management.

Documented Actual Achievement:

This course is offered on a two year rotation. It was not offered during the 2020 – 2021 school year.

Action: We will continue to enforce Calvary’s policy of having students pass the MoGEA and be formerly admitted into the Educator Preparation Program prior to enrolling in 300 and 400 level classes.

- M6: Each Education major who completes ED445, ED446 and/or ED470 will demonstrate knowledge of effective formative and summative assessment strategies to evaluate learners’ academic progress.

Achievement Target: At least 85% of Education majors who complete ED445, ED446 and/or ED470 will demonstrate knowledge of effective formative and summative assessment strategies to evaluate learners’ academic progress.

Documented Actual Achievement:

This achievement target was met. **All** Education majors who completed ED470 (Student Teaching) demonstrated knowledge of effective formative and summative assessment strategies to evaluate learners’ academic progress.

All students in ED470 achieved passing scores on the MEES Rubric Standard 7 Student Assessment and Data Analysis. All students in ED470 also completed a Student Teaching Portfolio which included evidence for their achievement of the following quality indicators listed under Standard 7 Student Assessment and Data Analysis:

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis

Please note that ED445 and ED446 are offered on a two year rotation. These courses were not offered during the 2020 – 2021 school year. Consequently, there is no data to report this year. Additionally, ED445 will no longer be offered to students.

Action: We will continue to facilitate each student’s ability to demonstrate knowledge of effective formative and summative assessment strategies to evaluate learners’ academic progress.

M7: Each Education major will complete the Calvary University Teacher Steps to Certification associated with their academic progress in their degree program.

Achievement Target: At least 87% of all Education majors will complete the Calvary University Teacher Steps to Certification associated with their academic progress in their degree program.

Documented Actual Achievement:

This achievement target was met. ALL Education majors have completed the Calvary University Teacher Steps to Certification associated with their academic progress in their degree program.

Action: We continue to be proactive in advising students regarding the Calvary University Teacher Steps to Certification.

Report on Departmental Goals

The chart below includes a list of the Departmental Goals for the 2020 – 2021 academic year as well as a progress report on each of the goals.

Goals:	Progress Report:
A. providing proactive advising for Education majors.	We met with each student one or more times during each semester. We have spent many hours explaining next steps for students and providing study materials for the MoGEA and MoCA.
B. creating a sense of community among the students who are Education majors. The Education Department will host at least one group activity per academic cycle when the majority of students are on campus.	COVID-19 limited the number of social events. However, we did host a group activity in Cycle 2 and again in Cycle 5.
C. evaluating the courses offered as well as the sequence of courses in the Educator Preparation Program	We have evaluated and updated all of the Undergraduate Education degree program planners. The Missouri Department of Education has approved all curricular updates.
D. exploring the possibility of adding a minor in Early Childhood Education.	We have prepared a Program Proposal. The proposal includes the rationale for offering the program, an analysis of market needs, program objectives, and a list of potential courses. We have also purchased the Christ-centered Early Childhood Education series written by Dr. Milton Uecker.

SWOT Analysis

Within the appropriate quadrant identify strengths, weaknesses, opportunities, and threats related to your department. Please use a bulleted format and succinct statements. If you have research or data to support your analysis, that can be attached as separate documents.

<p>Strengths:</p> <ul style="list-style-type: none"> • Biblical vision, mission, and values • Missions-minded • Affordable education • Accredited programs that lead to state licensure • ACSI Member School • Personalized advising • TESOL program • Popular with homeschool community • Service-oriented students 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Having to offer some classes on a two-year rotation • Lack of variety of add-on endorsements • Not well-known outside of the Midwest
<p>Opportunities:</p> <ul style="list-style-type: none"> • We are centrally located in the United States. • We are close to a large metropolitan city. • There are a multitude of public and private schools within driving distance of Calvary. 	<p>Threats:</p> <ul style="list-style-type: none"> • Early College* • Decreasing number of college age students • Limited departmental budget <p>*Early college students need to maintain good grades if they are going to meet the grade point average requirements of the Missouri Department of Elementary and Secondary Education (DESE).</p>

Assessment Glossary

Achievement Target – A target, benchmark, or value that will represent success at achieving a given outcome.

Assessment Instruments – Assessment instruments are used to help determine the progress that is being made. They are tools to measure where you are (your starting point) and where you are going (your ending point).

Assessment Plan – a written proposal identifying how a department (academic and non-academic) or a committee will identify areas needing improvement (assessment) and offer a strateg(ies) for achieving these improvements (plan).

Measurement – the assessment instrument used to gauge progress toward meeting stated outcomes

Mission – the mission statement is the reason why a department/office exists. Both the institution’s mission and the department’s mission must be aligned.

Program Learning Outcomes (PLO) – specific, measurable statement of what graduating/exiting students should know, be able to do, believe, or value after completing the program. Should be observable behaviors and focused on the results of student learning. (formerly called objectives and goals)

Student Learning Outcome (SLO) – clear, concise measurable statement describing how students can demonstrate their mastery of the program learning outcomes (PLO); incremental knowledge and skills that students develop bit by bit throughout the program; aligned with, but typically narrower than, PLOs.

SWOT Analysis – a foundational assessment model that measures what a department can and cannot do, and its potential opportunities and threats.

Strengths – identifies where a department excels and separates it from the crowd of similar departments; these are internal factors.

Weaknesses – things that stop a department from performing at its optimum level; areas for improvement; these are internal factors

Opportunities – favorable external factors that a department can use to give it an advantage over similar departments; note that these are external factors outside of the department

Threats – factors that have the potential to harm a department; these are also external factors from outside the department.