

## Elementary/Special Education, Macon

Semester reporting: Spring Semester 2022

Reporting cycle: Annual Reporting Cycle

### Academic Program Assessment by Concentration Report Information

<b>Prepared on:</b> 7/28/2022 11:39:59 AM	Prepared by: rhonda.amerson@mga.edu
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<b>In which college or school is this program located?</b>	Education and Behavioral Sciences
<b>Program Type:</b>	Undergraduate
<b>Approximately how many students are in this program at this location? Break out by concentrations.</b>	Juniors - Macon day cohort 24, online/weekend cohort 15, evening cohort 10; Seniors - Macon day cohort 18, online/weekend cohort 8, evening cohort 7  NOTE: Data will reflect assessments taken by senior teacher candidates.

## Student Learning Outcomes

### SLO1

<p><b>SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Successful teacher candidates will meet the minimal GACE score of 220 for Induction Level and/or 250 for Professional Level on discipline specific GACE Content Exam 003 &amp; Content Exam 004. of 220</p>
<p><b>SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (I.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>External Exam - GACE Content Exam 003 and GACE Content Exam 004.</p>
<p><b>SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>90% of the students will earn a score of 220 or higher on the identified assessment.</p>
<p><b>SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Past performance data</p>
<p><b>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>	<p>100% of teacher candidates earned a score of 220 or higher on GACE Content Exam 003. 100% of students earned a score of 220 or higher on GACE Content Exam 004.</p>
<p><b>SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>Our candidates continue to perform well on the GACE Content Exams (003 &amp; 004). Whole group, small groups, and one-on-one review sessions are provided as needed for these exams. We will continue to offer these sessions to our candidates. We will also continue to stay up to date on any changes made on the GACE Content Exams and update our curriculum as needed</p>

**SLO2**

<p><b>SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Successful teacher candidates will develop an understanding of Instructional Practice including data analysis, the ability to make data driven decisions and accommodation of diverse learners measured during lesson planning.</p>
<p><b>SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Performance on Lesson Plans and Teaching Observations</p>
<p><b>SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>90% of teacher candidates will earn a score of 80% or higher on the identified assessment in ESE 3555, ESE 4477, and ESE 4588.</p>
<p><b>SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Past performance data</p>
<p><b>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>	<p>100% of teacher candidates earned a score of 80% or higher on the Lesson Plans and Teaching Observations.</p>
<p><b>SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b></p>	<p>Our candidates continue to demonstrate exemplary understanding of Instructional Practice including data analysis, the ability to make data driven decisions and accommodation of diverse learners measured during lesson planning. They are provided multiple opportunities throughout our program to receive instruction and individualized feedback on their lesson plans. Our department will continue to monitor students' performance throughout the program and make changes to the instruction given and/or provide individual support as needed.</p>

**SLO3**

<p><b>SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b></p>	<p>Successful teacher candidates will create Formative Assessment Practices including: (i) Designing of Pre- and Post-Test instruments, which are administered in actual elementary school classrooms; and (ii) item analysis of data, disaggregated by sub-groups, interpretation of results for instruction planning and data-based decision making.</p>
<p><b>SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (I.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b></p>	<p>Lesson Plans and Rubrics</p>
<p><b>SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (I.e. 80% of all students will earn an average grade of 75% or better on....)</b></p>	<p>100% of students will earn a score of 80% or higher on the identified assessment in ESE 3555, ESE 4477, and ESE 4588.</p>
<p><b>SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b></p>	<p>Past performance</p>
<p><b>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b></p>	<p>100% of students earned an 80% or higher on the Lesson Plans and Rubrics.</p>
<p><b>SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.</b></p>	<p>Our candidates continue to demonstrate exemplary performance on creating formative assessments, analyzing data from formative assessments and making data informed decisions. Our department will continue to provide real classroom experiences through field courses (Practicum and Clinical Practice) for candidates to implement these practices.</p>

Major changes to curriculum must go through the Academic Affairs process.)	
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**SLO4**

<b>SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Successful teacher candidates will evaluate their professional practice through reflective Commentary, which will provide an understanding of engaging all learners through evidence-based instructional modifications.
<b>SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</b>	Commentary and Rubric
<b>SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</b>	100% of teacher candidates will earn a score of 80% or higher on the identified assessment in ESE 3555, ESE 4477, and ESE 4588.
<b>SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</b>	Past performance
<b>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</b>	100% of students earned a score of 80% or higher on the Commentary and Rubric.
<b>SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.</b>	Our candidates continue to demonstrate exemplary performance on reflective commentary. They are able to successfully reflect on their own teaching and understand how to make instructional modifications to engage all learners. From the start of our program, candidates are required to reflect on their lessons and teaching. This practice will continue in the field courses with the culminating experience being the Candidate Work Sample which will be introduced 2022-23. .

<b>Major changes to curriculum must go through the Academic Affairs process.)</b>	
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**Sampling**

<b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number and by Concentration)(Example: BA Contemporary Musicianship - 26, BA Contemporary Musicianship Classical - 41, BA Contemporary Musicianship Commercial - 17)</b>	31; 2 withdrew from the program in the junior year and did not complete all assessments
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**Open Box for Assessment Comments**

<b>Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).</b>	Faculty in the ESE program use assessment results for continuous improvement. Because the learning objectives are scaffolded and tiered throughout the ESE program, we are able to provide multiple opportunities for instruction as well as gather formative data on the students' understanding of concepts and their performance. The practice of using scaffolded/tiered learning objectives and formative assessments allow faculty to make data informed decisions throughout the candidates' time in the program and to provide them with the support they need.
<b>Optional Open Text Box For Assessment Comments:</b>	N/A
<b>If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to assessment@mga.edu when you submit this form with your Department name and program in the subject line.)</b>	N/A