

**Donnelly College
Annual Program Assessment Report
Academic Year 2015-2016**

The following report template should be completed and submitted to the Assessment Committee chair no later than January 31st each year.

Program: UTEP (Urban Teacher Education program)

I. Goals

- Enroll and retain 8 junior level students for the 2015-2016 academic year
- Enroll and retain 2 senior level students for the 2015-2016 academic year
- Enroll and retain 5 students working toward the ESL endorsement for the 2014-2015 academic year
- Enrollees will have taken and passed the Core Academic Skills for Educators Test. *In the goals for this year we will add the State Licensure exams (PRAXIS)*

- Establish report(s) in Power-Campus that monitor enrollment for UTEP students
- Establish report(s) in Power-Campus that monitor students enrolled in the ESL endorsement component
- Establish report(s) in Power-Campus that monitor student enrollment status (no shows, withdrawals).
- Educational Testing Services (ETS) will provide the student scores (Writing 172, Reading 173, and 172 on Mathematics) or ACT scores obtained and turned in to the Registrar's Office.

If there has been any major changes in either the goals or measures used this academic year as compared to last year, please describe what changed and why.

At the start of the spring semester enrollment has improved as reflected in the following chart:

Juniors	6
Seniors	2
Freshman and Sophomores	12

All of the Juniors and Seniors which total 8 are working toward their Elementary Education K-6 license and ESOL endorsement.

There was a change in leadership in July of 2015. Given the learning curve of new staff there were some goals they were not attained. The goals above reflect those done in the 2014-15 school year.

The effort to maintain the cut scores of the Educational Testing Services (ETS)'s CORE PRAXIS has been difficult. Students have not been able to make those scores. They each have a

plan to retake the tests and have been given practice test information and must pass before Fall semester.

Power-Campus has been accessed but a report system has not been established to date.

II. Data Collection

- Establish and maintain a database of inquiries (potential enrollees) in power campus. These potential enrollees will be followed up with post cards, phone calls, emails, one-on- one visits, etc.
- Enrollees will be monitored by their advisor and the Teacher Education Unit to offer the necessary support and ensure they are retained

The database has not been established, but working directly with admissions, the unit was given access to the potential enrollee’s cards that are filled out with each recruitment effort. I have personally followed up with those students that will be eligible within a year to attend. Twelve letters were sent to them at Christmas.

The Teacher Education unit provides the advisors information about students who are lax in attendance or their students. Additionally, each student at the Junior and Senior level has a mentor who documents interaction and has proven effective.

The fall semester grade distribution is as follows:

A	38
B	3
C	7
D	1
F	1
W	1

73% of the grades distributed were As.

III. Analysis

For each goal, provide results for the past academic year. If available, also include data from prior years for comparison. Finally, if comparable external data is available (state pass rates on a particular exam, national norms, etc) please provide this data.

Last year’s grade average

Year Candidates Entered Program	# Of Candidates	Gender	Average GPA
Fall 2014	5	Female	3.294

This year's grade average

Candidates Entry	# of Candidates	Gender	Average GPA
Fall 2014 and 2015	8	Female	3.52

New data-Attempts at PRAXIS Assessments

CORE	3 Attempts	None passed
Prin. Of Learning & Teaching (PLT)	3 attempts	2 passed
Elem. Ed. Curr., Inst. & Ass.	2 attempts	0 passed

Data for increased enrollment is above under program goals.

IV. Reflection

Describe the process used to share results with professional colleagues. Who received findings?

How will the assessment findings be used to help your students and/or improve your program? (For example, have you revised your goals, curriculum, teaching strategies, or assessment strategies or otherwise tried to improve student learning?) Keep in mind, the results should clearly inform and justify the changes being implemented.

Information regarding findings is shared with the adjuncts at the end of the semester and their feedback was offered to change any negative findings. Additionally, at quarterly Advisory Committee meetings all data is shared to receive their input. A SWOT Analysis was done and present to the Committee and their input was welcomed.

The state (Kansas State Department of Education) has a yearly report which asks for pertinent data.

Changes that need to be made are doing more concentrated effort to encourage and support students passing the PRAXIS exams. More effort will be placed in the Practicum/Seminar class to offer students tutorial reviews.

Recruitment efforts are increasing as the department develops more outreach efforts.

Recruitment of new staff needs to include more individualized training to show them what to emphasize during class times.

IV. Incorporation of Findings – Continuous Improvement

Based on the findings, are there any suggestions for changing the process, the data points, instruments used, etc. for next year?

The Teacher Education unit may need to infuse into one of their classes a specific component that will address test taking strategies. We do it in the Practicum Seminar, but that is not enough practice for the students.

Test anxiety is a real factor for many of our students. We need to focus on that aspect of test taking as well as the practice.

The Teacher Education department will need to receive training on setting up the database in Power Campus to accommodate information.

How might the changes already implemented or those proposed above, be assessed in the future?

The data points can be assessed by an increase in scores and the number of students who pass the exams should increase.

V. Future Assessment Plans

Given what you have learned, should there be changes to your program's assessment plan? If so, please describe the changes to be implemented.

Research needs to be done as to whether the CORE PRAXIS is essential upon entry into the program. Does it truly give a picture of whether the candidate will be successful? The Teacher Education department will look at the pros and cons of this.

Also, based on this year's review, assess whether your program matrix needs to be revised. If so, please attach of the revised program's assessment matrix that will guide assessment activities next year.

No revisions at this time.

VI. Institution Wide Assessment – Values

The Donnelly College Assessment System recognizes that assessment of student learning begins with values.

This year's focus is on justice as a value.

Justice

We value higher education as a path to personal growth, self-sufficiency and as an opportunity to fulfill each individual's potential and thus contribute to a more just society.

The Teacher Education Department's entire curriculum is based around a fair and equitable education for all. Each course includes a design for students to implement justice in their classrooms. This creates a safe environment for all of their students. In the process, students are learning about themselves, building their confidence and skills to handle a multicultural classroom.

Describe any other activities this year that emphasized other Donnelly College values that were not part of your regular assessment plan.

Inclusiveness

By encouraging all persons and promoting a culture of respect and support through our education programs, we can generate opportunities for each person to fulfill their individual potential.

Donnelly as an institution seeks to involve all students in activities. The Student Support area also offers many events to broaden each student's horizons and to make them more marketable.

The Teacher Education Department seeks to give the practicum and intern experiences that allow the pre-service teachers to truly explore their field.

Make your recommendations for a value that you would like the College to focus on next academic year.

I would recommend inclusiveness for the whole college.