Pre-Middle Education [PMDL]
Social Sciences Department
UC Clermont College
2015-2016

Primary Faculty:
Sherry Long
513-588-1249
long2sy@ucmail.uc.edu
I. Program Overview

This program provides you with the first two years toward completion of your bachelor’s degree. Candidates in the pre-middle education program at Clermont College complete an associate’s degree. This degree is the gateway to the middle childhood profession bachelor degree at UC. Successful completion of this program will prepare you to transfer into the junior year at other four-year colleges or universities. Middle childhood educators can teach grades four through nine. You must select any two of the four areas of concentration: language arts, mathematics, natural science and social studies. Your program advisor will guide your course work in order for you to transfer directly to the UC College of Education, Criminal Justice, and Human Services or another four-year institution. You should be able to complete this program in two years, attending full-time (fall and spring semesters). It will take you another two years to complete your bachelor’s degree in education. A bachelor’s degree in education is the minimum educational requirement for entering the teaching profession.

Education is the profession of teaching. Teachers act as coaches, using interactive discussions and “hands-on” approaches to help students learn and apply concepts in subjects such as science, mathematics, social studies, or language arts. Middle grade teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world. They provide the tools and the environment for their students to learn abstract concepts, solve problems, and develop critical thought processes. They also play a vital role in the development of their students. Middle grade teachers often become role models for pre-adolescents and young adolescents. What children learn and experience during these years can shape their views of themselves and the world, and might affect their later success or failure in school, work, and their personal lives.

We are actively involved in implementing new courses to meet the needs of future teachers. You will receive much more in-depth training than students of education in the past. In addition, field experiences have been greatly expanded to guarantee that you will begin your career with the professional background and skills needed for success, as well as a thorough knowledge of standards and age-appropriate practices. You will begin classroom interaction at local schools early in your studies. Observations and field experiences form a central component in the study and evaluation of your work. Early exposure can be an advantage in determining the age group that a student desires to teach before progressing through a majority of a chosen program. Clermont College’s middle grades education program is dedicated to improving the educational experiences of children in grades four through nine, with a special commitment to urban education.

To be successful in the teaching profession, you must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand their educational and emotional needs. You must be able to recognize and respond to individual and cultural differences in students. Flexibility and adaptability are important. You should also be organized, dependable, patient and creative. You must be able to work cooperatively and communicate effectively with other teachers, support staff, parents and members of the community. You should also respect and enjoy working with young adolescents.

Career possibilities may include, but are not limited to the following based on degree and licensure requirements:

- Public school teacher
- Private school teacher
- Camps
The UC Clermont campus is on 92 wooded acres located in Batavia, Ohio, in the heart of Clermont County. We are relatively small and our faculty-to-student ratio is low. You will find our small class size and personal interaction with your instructors create the ideal learning environment. Parking is convenient and at no additional charge. Plus, our tuition is low, and UC-Clermont is an open access college with traditional and non-traditional students.
## II. Program Outcomes

<table>
<thead>
<tr>
<th>PMDL Program Learning Outcomes</th>
<th>General Education Competencies</th>
<th>National and State Standard Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preservice teachers will demonstrate the ability to think critically as they apply scholarly methods to analyze, synthesize, and evaluate information and ideas from multiple perspectives in social, cultural, and political contexts.</td>
<td>Critical Thinking</td>
<td>NSTA 6 NCTM 6 NCTE 6 NCSS 1 AMLE 5 INTASC 9 CAEP 1 OSTP 7</td>
</tr>
<tr>
<td>2. Preservice teachers will integrate an understanding of children’s characteristics, learning, and development with knowledge of how to create democratic schooling practices and classroom environments that are healthy, supportive, and challenging for all children.</td>
<td>Knowledge Integration</td>
<td>NSTA 3-4 NCTM 4-5 NCTE 5 NCSS 3 AMLE 1, 4 INTASC 1-3 CAEP 1 OSTP 1, 3, 5</td>
</tr>
<tr>
<td>3. Preservice teachers will understand and demonstrate the major concepts, principles, theories, and research related to young adolescent development and provide opportunities that support student development and learning.</td>
<td>Knowledge Integration, Effective Communication, Information Literacy, Critical Thinking, Social Responsibility</td>
<td>NSTA 3 NCTM 4 NCTE 7 NCSS 3 AMLE 2, 4 INTASC 5, 10 CAEP 1 OSTP 3-5</td>
</tr>
<tr>
<td>4. Preservice teachers will understand and demonstrate the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and work successfully within these organizational components.</td>
<td>Knowledge Integration, Effective Communication, Information Literacy, Critical Thinking, Social Responsibility</td>
<td>NSTA 3 NCTM 4-5 NCTE 5 NCSS 3 AMLE 2-3 INTASC 5-6 CAEP 1 OSTP 2, 4</td>
</tr>
<tr>
<td>5. Preservice teachers will meet content pedagogy requirements for their licensure as demonstrated through written reflections, which draw on research and theory, in order to analyze their teaching and their students’ learning.</td>
<td>Effective Communication, Critical Thinking, Social Responsibility</td>
<td>NSTA 2 NCTM 3 NCTE 3-4 NCSS 1-2 AMLE 4 INTASC 4-5 CAEP 1 OSTP 4</td>
</tr>
<tr>
<td>6. Preservice teachers will meet professional knowledge and skills requirements for their licensure by reading</td>
<td>Knowledge Integration, Critical</td>
<td>NSTA 6 NCTM 6</td>
</tr>
</tbody>
</table>
about, discussing, and reflecting upon the role of schooling in replicating and reforming culture and the agency that teachers have in classrooms, schools, and communities.

<table>
<thead>
<tr>
<th>General Education Program Learning Outcomes are introduced, developed, and assessed in individual General Ed courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.</strong> Preservice teachers will demonstrate proficiency in oral/written communication.</td>
</tr>
<tr>
<td><strong>8.</strong> Preservice teachers will demonstrate quantitative reasoning skills</td>
</tr>
<tr>
<td><strong>9.</strong> Preservice teachers will analyze, synthesize and evaluate knowledge/information in multiple disciplines.</td>
</tr>
<tr>
<td><strong>10.</strong> Preservice teachers will locate, evaluate, use and document information responsibly.</td>
</tr>
<tr>
<td><strong>11.</strong> Preservice teachers will be successful in their baccalaureate programs.</td>
</tr>
</tbody>
</table>
## II. Curriculum/Program Map

### Curriculum Mapping Matrix: Linking Program Outcomes to Curriculum

<table>
<thead>
<tr>
<th>Key</th>
<th>Required Courses and Experiences*</th>
<th>Identified in P-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: Emerging</td>
<td>EDST 1001 Introduction to Education</td>
<td>D</td>
</tr>
<tr>
<td>D: Developing</td>
<td>EDST 1002 Educational Psychology</td>
<td>A</td>
</tr>
<tr>
<td>A: Achieved</td>
<td>CI 1001 Educational Technology</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td>CI 3003 Teaching and Learning in Diverse Classrooms</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>SPED 1001 Individuals with Exceptionalities</td>
<td>A</td>
</tr>
</tbody>
</table>

### PROGRAM LEARNING OUTCOMES

1. Preservice teachers will demonstrate the ability to think critically as they apply scholarly methods to analyze, synthesize, and evaluate information and ideas from multiple perspectives in social, cultural, and political contexts.
2. Preservice teachers will integrate an understanding of children’s characteristics, learning, and development with knowledge of how to create democratic schooling practices and classroom environments that are healthy, supportive, and challenging for all children.
3. Preservice teachers will understand and demonstrate the major concepts, principles, theories, and research related to young adolescent child development and provide opportunities that support student development and learning.
4. Preservice teachers will understand and demonstrate the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive early childhood middle level programs and schools, and work successfully within these organizational components.
5. Preservice teachers will meet content pedagogy requirements for their licensure as demonstrated through written reflections, which draw on research and theory, in order to analyze their teaching and their students’ learning.
6. Preservice teachers will meet professional knowledge and skills requirements for their licensure by reading about, discussing, and reflecting upon the role of schooling in replicating and reforming culture and the agency that teachers have in classrooms, schools, and communities.
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</tr>
<tr>
<td>10.</td>
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</tr>
</tbody>
</table>

* Please note that you are only identifying required courses and experiences that are housed within your academic unit.
### III. Methods and Measures

**Assessment Measures Aligned with Program Outcomes**

| Program Outcomes | 1. Preservice teachers will demonstrate the ability to think critically as they apply scholarly methods to analyze, synthesize, and evaluate information and ideas from multiple perspectives in social, cultural, and political contexts. | 2. Preservice teachers will integrate an understanding of children’s characteristics, learning, and development with knowledge of how to create democratic schooling practices and classroom environments that are healthy, supportive, and challenging for all children. | 3. Preservice teachers will understand and demonstrate the major concepts, principles, theories, and research related to early child development and provide opportunities that support student development and learning. | 4. Preservice teachers will understand and demonstrate the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive early childhood middle level programs and schools, and work successfully within these organizational components. | 5. Preservice teachers will meet content pedagogy requirements for their licensure as demonstrated through written reflections, which draw on research and theory, in order to analyze their teaching and their students’ learning. | 6. Preservice teachers will meet professional knowledge and skills requirements for their licensure by reading about, discussing, and reflecting upon the role of schooling in replicating and reforming culture and the agency that teachers have in classrooms, schools, and communities. |

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Education program faculty assigned to the specific course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>At least 80% of the students will achieve 75% or more on the Achieved Assessment(s)</td>
</tr>
</tbody>
</table>

**Fall and Spring Courses**

<table>
<thead>
<tr>
<th>EDST 1001 Introduction to Education</th>
<th>Textbook reading</th>
<th>Written assignments</th>
<th>Cooperative group activities</th>
<th>Video reflections</th>
<th>Discussion</th>
<th>Lesson plan</th>
<th>Mini-teaching</th>
<th>Achieved Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Philosophy Paper</td>
<td>Portfolio</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EDST 1001 Introduction to Education</th>
<th>Textbook reading</th>
<th>Written assignments</th>
<th>Cooperative group activities</th>
<th>Video reflections</th>
<th>Discussion</th>
<th>Experiential Learning</th>
<th>Achieved Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Philosophy Paper</td>
<td>Portfolio</td>
<td></td>
<td></td>
<td></td>
<td>Peer feedback</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDST 1001 Introduction to Education</th>
<th>Textbook reading</th>
<th>Written assignments</th>
<th>Cooperative group activities</th>
<th>Video reflections</th>
<th>Discussion</th>
<th>Mini-teaching and Reflection</th>
<th>Achieved Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Philosophy Paper</td>
<td>Why I Want to Be a Teacher Paper</td>
<td>Experiential Learning Journal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Activities</td>
<td>Achieved Assessment</td>
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</tr>
<tr>
<td>EDST 1002</td>
<td>Educational Psychology</td>
<td>- Textbook reading&lt;br&gt;- Written assignments&lt;br&gt;- Cooperative group activities&lt;br&gt;- Video reflections&lt;br&gt;- Discussion</td>
<td>- Research Article/Tutoring Reflection Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI 1001</td>
<td>Educational Technology</td>
<td>- Textbook reading&lt;br&gt;- Video reflections&lt;br&gt;- Discussion&lt;br&gt;- Creation of technology based projects&lt;br&gt;- Mini-teaching</td>
<td>- Unit Plan&lt;br&gt;- Lesson Plan</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>CI 3003</td>
<td>Teaching and Learning in Diverse Classrooms</td>
<td>- Textbook reading&lt;br&gt;- Written assignments&lt;br&gt;- Cooperative group activities&lt;br&gt;- Video reflections&lt;br&gt;- Discussion</td>
<td>- Research Article/Tutoring Reflection Paper</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SPED 1001</td>
<td></td>
<td>- Textbook reading&lt;br&gt;- Textbook reading&lt;br&gt;- Textbook reading&lt;br&gt;- Textbook reading</td>
<td>- Research Article/Tutoring Reflection Paper</td>
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</tbody>
</table>
| Individuals with Exceptionalities | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | • Experiential Learning  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Experiential Learning  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
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| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
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| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
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| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
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| | • Written assignments  
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| | • Written assignments  
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| | • Video reflections  
| | • Discussion  
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| | • Written assignments  
| | • Cooperative group activities  
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| | • Discussion  
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| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
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| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper  
| | • Written assignments  
| | • Cooperative group activities  
| | • Video reflections  
| | • Discussion  
| | Achieved Assessment  
| | • Research Article/Tutoring Reflection Paper
IV. Assessment Infrastructure

A. Data Collection and Storage

The continuous assessment design and the technology used to support it functions to provide evaluative feedback to education and content area faculty that is necessary for candidate performance assessment, as well as programmatic evaluation. Each level functions as a checkpoint where candidate data is reviewed and used for evaluative purposes. Candidate performance assessment provides feedback to validate candidate competency.

Various departments of the College are responsible for data collection. The College currently uses Universis, but will be transitioning to Catalyst in late 2015. It is composed of the following basic capability modules:

- Admissions – student name, address, biographical data, high school, ACT scores, SAT scores, letters and other notations
- Advising – staff advisor assignment to students for guidance and counseling according to check sheet
- Registrar – student course transcripts, current enrollment data, grade reports, grade history, grade point average (GPA), registration, and pre-registration data
- Institutional Research – program enrollment, assessment data, and course evaluations

Also included in the data and documentation are:

- Faculty comments regarding course performance outcomes
- Grades in content and pedagogical courses
- Field experience hours
- Candidate evaluations of faculty

Campus Labs is an additional software available to education program faculty. Campus Labs contains program data, program reviews, department reviews, and annual progress reports.

B. Accuracy, Consistency, and Fairness of Assessments

Accuracy, consistency, and fairness of assessments are achieved through the uniform use of scoring guidelines, rubrics, and forms. Steps are taken to ensure accuracy, consistency, and fairness. Each faculty member responsible for teaching a course with a key assessment uses the same rubric designed for the assessment and the course.

C. Evaluation of Education Program

Course evaluations are required by the education program as part of the program’s commitment to excellence in teaching and learning. The course evaluation forms and established procedures to administer the evaluation at the conclusion of each course are used by the education faculty. Summary statistics and student comments are given to respective instructors after final grades for the term have been submitted. Course evaluations results are also given to the department program manager and department chair.

The education program submits program outcomes, assessments, results, and actions to the college via Campus Labs. Campus Labs has the ability to generate reports on individual programs, departments, as well as college wide. Reports will be analyzed for trends/patterns within the college and specifically the education program.
**D. Feedback Loop for Students and Programs**

Assessment of students and education programs are essential for gathering data in order to analyze, evaluate, and make changes if needed to improve the education program. Throughout the education program, students are assessed on a regular basis. Decisions to make changes to the education program will be based on the patterns of performance. The feedback loop will consist of formative assessment feedback, improvement plans, summative assessment feedback, evaluation decisions, and revisions. An improved education program will result by following the cyclical sequence.

Individual assessment data will be shared with students as they progress through the education program. In addition, aggregated program data will be shared with the Social Science Department, Education Advisory Council, Academic Affairs, and college administrators. Education faculty members will reflect on the effectiveness of experiential learning, coursework, and candidate feedback to determine if the goals and mission of the program are being met.
### IV. Findings

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</tr>
</thead>
<tbody>
<tr>
<td>EDST 1001 Introduction to Education</td>
<td>Philosophy Paper</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>69 of 77 = 89.6% (7 missing)</td>
<td>6 of 22 = 27.3% (7 missing)</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>54 of 79 = 68.4% (14 missing)</td>
<td>12 of 21 = 57.1% (9 missing)</td>
</tr>
<tr>
<td></td>
<td>Why I Want to Be a Teacher Paper</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>76 of 77 = 98.7% (1 missing)</td>
<td>20 of 22 = 90.9% (2 missing)</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning Journal</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>54 of 79 = 68.4% (14 missing)</td>
<td>13 of 21 = 61.9% (8 missing)</td>
</tr>
<tr>
<td>EDST 1002 Educational Psychology</td>
<td>Research Article/Tutoring Reflection Paper</td>
<td>Not Available</td>
<td>25 of 40 = 63%</td>
<td>Not Available</td>
<td>23 of 27 = 85%</td>
<td>15 of 20 = 75% (3 missing)</td>
<td></td>
</tr>
<tr>
<td>CI 1001 Educational Technology</td>
<td>Lesson Plan</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>38 of 42 = 90.5% (4 missing)</td>
<td>19 of 25 = 76% (6 missing)</td>
</tr>
<tr>
<td></td>
<td>Unit Plan</td>
<td>Not Available</td>
<td>Not Available</td>
<td>34 of 41 = 83%</td>
<td>13 of 20 = 65%</td>
<td>28 of 42 = 66.7% (4 missing)</td>
<td>16 of 24 = 66.7% (5 missing)</td>
</tr>
<tr>
<td>CI 3003 Teaching and Learning in Diverse Classrooms</td>
<td>Research Article/Tutoring Reflection Paper</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
<td>7 of 10 = 70% (1 missing)</td>
<td>Not Taught</td>
</tr>
<tr>
<td>SPED 1001 Individuals with Exceptionalities</td>
<td>Research Article/Tutoring Reflection Paper</td>
<td>23 of 30 = 77%</td>
<td>19 of 32 = 66%</td>
<td>Not Available</td>
<td>18 of 25 = 72%</td>
<td>26 of 32 = 81.3% (3 missing)</td>
<td></td>
</tr>
</tbody>
</table>

We've experienced a major change in personnel. Therefore reporting of our assessment results have suffered considerably for several of our courses prior to the 2014-2015 school year. Data provided in the above table will be reviewed, analyzed, and evaluated prior to the fall semester in order to create a plan of action, if necessary to increase the passage rate of each course assessment.

Preliminary review indicates the following:
- Several students did not complete assignments and therefore received a zero for the assignment. The zeros for these assignments bring down the overall percentages.
- The drastic drop in rate for the 2015 Spring Introduction to Education may be a result of a more rigorous assignment. A majority of students did not include a key element of the assignment (scholarly research article).
A revised unit assignment was also implemented during the 2014 Fall and 2015 Spring Educational Technology course which may account for the percentages following short of the 80% benchmark.

Nevertheless, it may be that students need more structure and scaffolding to be successful in these papers and assignments. We have attempted to provide this through various checks, and peer reviews prior to the final project being submitted. However, it may be that these need to be strengthened and increased in the future.
V. Use of Findings

The Education Program Coordinator Director of Institutional Research, and Department Program Manager will be responsible for summarizing the data using different formats including reports, tables, charts, and graphs. The presentation of data will depend on the audience reviewing and analyzing the information. Education faculty will routinely review the data to identify patterns of success or areas for improvement. Data will also be reviewed by external entities including the Education Advisory Council, Department Chair, and other administrators.

In the case of annual program reviews which identify patterns/trends in need of improvement, education faculty members will discuss the pattern/trend, brainstorm ideas of possible reasons for the trend/pattern, brainstorm ideas for possible solutions, and create an action plan to address the area in need of improvement. This action plan would then be presented to the department chair in order to gain feedback. After gathering feedback and revising if necessary, the action plan would be implemented following the college’s policies and procedures.