

Program Outcomes Assessment Plan
Sample: Education Department NVU-Johnson

	Evidence Used (consider direct and indirect)	Responsible Parties	Assessment Schedule	Process for Taking Action to “Close the Loop”
Outcome 1: Use academic study to examine content area knowledge including established constructs, historical developments, common misconceptions, enduring questions and cross-disciplinary connections	Course Reflections (common end-of-the-semester assignment in each EDU course.	Full-time Faculty (one faculty member assigned to each course (not their own)).	Assessment Cycle Year 1: Analysis of Course Reflections from EDU Core courses Assessment Cycle Year 2: Analysis of Course Reflections from EDU Methods Courses	Discuss the reports at a department meeting to identify curricular gaps and more effective teaching strategies.
	Praxis I & II Scores	Licensure Officer	Assessment Cycle Year 1: Licensure Officer will pull Praxis data from the most recent Title III reports and analyze for trends	Praxis success rates by test will be shared at a department meeting. Faculty will look for curricular gaps based on this data
Outcome 2: Use action research to design and assess original, inclusive and engaging learning experiences that are meaningful and effective	Vermont Licensure Portfolio	Licensure Officer	Every Fall in the second year of the assessment cycle, the Licensure Officer will pull standards-based assessment data from the eportfolios to identify trends related to the Core Teaching Standards.	During the spring semester of the second year of the assessment cycle a department meeting will be devoted to examining the data to identify programmatic strengths and weaknesses and formulate strategies for improvement.

<p>Outcome 3: Use critical analysis grounded in social, political, ethical and leadership perspectives to reframe educational endeavors toward more vibrant and just ends</p>	<p>Vermont Licensure Portfolio</p>	<p>Licensure Officer</p>	<p>Every Fall in the third year of the assessment cycle, the Licensure Officer will pull data from the description and reflection portions of student eportfolios to identify trends.</p>	<p>During the spring semester of the third year of the assessment cycle a department meeting will be devoted to examining the data to identify programmatic strengths and weaknesses and formulate strategies for improvement.</p>
	<p>Practicum & Student Teaching Interview data</p>	<p>Program Directors</p>	<p>In the third year of the assessment cycle, program directors will collate and analyze data from interview rubric categories related to social justice and critical theory.</p>	<p>During a department meeting in the third year of the assessment cycle, program directors will share their analysis for their programs and collaboratively faculty will identify needed change.</p>
<p>Outcome 4: Use self-study grounded in an understanding of diverse world-views to rethink longstanding, conventional notions toward an open-minded, strength-based perspective.</p>	<p>Course Reflections (common end-of-the-semester assignment in each EDU course.</p>	<p>Full-time Faculty (one faculty member assigned to each course (not their own)).</p>	<p>Assessment Cycle Year 1: Analysis of Course Reflections from EDU Core courses</p> <p>Assessment Cycle Year 2: Analysis of Course Reflections from EDU Methods Courses</p>	<p>During the spring semester of the third year of the assessment cycle a department meeting will be devoted to examining the data to identify programmatic strengths and weaknesses and formulate strategies for improvement.</p>
	<p>Practicum & Student Teaching Interview data</p>	<p>Program Directors</p>	<p>In the third year of the assessment cycle, program directors will collate data from interview rubric categories related to social justice and critical theory.</p>	<p>During a department meeting in the third year of the assessment cycle, program directors will share their analysis for their programs and collaboratively faculty will identify needed shifts in curriculum and instruction.</p>