



EHA/STLES

College Teaching Graduate Certificate Program

Assessment Report Form 2016-2017

Date of Report: 9/8/2017

Name of Person Submitting Report: Pamela U. Brown, Ed.D.

A. Program Information:

Assessment Coordinator's Name: Pamela U. Brown

Assessment Coordinator's Email Address: pamelau.brown@okstate.edu

Number of students enrolled in the program 2016-2017: 14

Number of students graduated in 2016-2017: 0

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The purpose of the College Teaching Graduate Certificate is to help current faculty (including graduate teaching assistants) develop and improve knowledge, skills, and capacities for successful college teaching, as well as advance their teaching vision, philosophy, and adaptability in a rapidly changing society at a range of institutions of higher education.

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

If yes, click here to enter information about how university assessment funds were used.

D. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

D1) Student Learning Outcome #1: Students will demonstrate the ability to use research-based teaching strategies that engage diverse learners through implementation of effective curriculum design.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

N/A: The cohort group of students admitted in Spring 2017 has not yet taken the course, CIED 6073 Advanced Pedagogical Research, containing the practicum through which this assessment will be collected.

How many students were included in the assessment of this outcome?

0

How were students selected to participate in the assessment of this outcome?

N/A

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input checked="" type="checkbox"/> Other (please specify): |
| <input checked="" type="checkbox"/> Course project | <input type="checkbox"/> Internship | Observation by faculty member of pedagogical research in student's own teaching setting |

Describe the how the assessment method was implemented, administered, and/or conducted.

N/A The assessment will be administered for the first time during Spring 2018 for the cohort of students. Students will design and conduct a teacher research project in their own teaching settings, and they will each be observed teaching and researching in their own settings (most at Tulsa Community College). Criteria for evaluation include their teacher research design and implementation, effective teaching strategies, use of technology to further student learning, curriculum design, attention to working with diverse learners, and expressions of teaching philosophy. Each element will be scored based on a rubric with score points as follows: 4-outstanding performance demonstrating excellent knowledge, skills, and capacities for college teaching; 3-acceptable performance demonstrating good knowledge, skills, and capacities for college teaching; 2-inconsistent performance demonstrating some degree of knowledge, skills, and capacities for college teaching; 1-unacceptable performance not demonstrating knowledge, skills, and capacities for college teaching.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

100% of students will achieve an overall (holistic) score of 4 or 3 according to the score points listed above. Demonstrating either acceptable or outstanding performance demonstrating knowledge, skills, and capacities for college teaching.

Provide a summary of the results from the assessment of Learning Outcome 1.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

N/A: assessment has not yet been administered.

What do the results suggest about student achievement of this learning outcome?

N/A

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐ Each Semester

☐ Yearly

☒ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 1 occurs on a cycle or rotation, click here to describe and provide the rationale.

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?

NA: first administration of assessment has not yet occurred. Planned for Spring 2018.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

NA: first administration of assessment has not yet occurred. Planned for Spring 2018.

Describe the process for sharing and discussing assessment results with program faculty.

NA: first administration of assessment has not yet occurred. Planned for Spring 2018.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

Describe the actions that will be taken as a result of the discussion of the assessment evidence.

NA: first administration of assessment has not yet occurred. Planned for Spring 2018.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?

NA: first administration of assessment has not yet occurred. Planned for Spring 2018.

Describe the process for implementing these changes/planned program improvements.

NA: first administration of assessment has not yet occurred. Planned for Spring 2018.

H. Assessment Tools

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) here.

COLLEGE TEACHING GRADUATE CERTIFICATE ASSESSMENT RUBRIC

Student's Name _____ Professor's Name: _____ Semester: _____

Teacher Research	4	3	2	1
Teaching Strategies	4	3	2	1
Technology	4	3	2	1
Curriculum Design	4	3	2	1
Diversity	4	3	2	1
Teaching Philosophy	4	3	2	1
Overall Grade	4	3	2	1

Scoring Rubric:

4: Outstanding performance demonstrating excellent knowledge, skills and capacities for college teaching.

3: Acceptable performance demonstrating good knowledge, skills, and capacities for college teaching.

2: Inconsistent performance demonstrating some degree of knowledge, skills, and capacities for college

1: Unacceptable performance not demonstrating knowledge, skills, and capacities for college teaching.

Comments: