

Program Plans: Outcomes and Assessment Methods



Program (EHS) - STLES - College Teaching (GCRT) - 513

Program Mission Statement: 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.

Program Information

2018 - 2019

Program Information

Assessment Coordinator's Name: Hongyu Wang

Assessment Coordinator's E-mail Address: hongyu.wang@okstate.edu

Number of Students Enrolled in the Program: 16

Total Number of Students Graduated: 4

Number of Student Graduates from Stillwater Campus: 2

Number of Student Graduates from Tulsa Campus: 2

Were university assessment funds used by the department/program for assessment activities?: No

Annual Executive Summaries

2018 - 2019

Program Assessment Coordinator: Hongyu Wang

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 03/08/2017

Date of Future Plan Review and Approval: 03/08/2022

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: For the four students who finished practicum components for assessment, they all had excellent performance in the six aspects of college teaching that are generated from the objectives of the certificate program: teaching strategies, technology, diversity, curriculum design, teaching philosophy, and teacher research. They all scored 4.0 on a 4.0 evaluation scale on these six indicators. It appears to faculty members that the assignments in students' coursework with clear targets helped students to achieve theoretical and practical understanding of college learning in a diverse setting, become adept at using research-based teaching strategies, use effective curriculum design, formulate their own philosophy of teaching, and conduct pedagogical research to continuously improve their teaching. Also including the objectives of the certificate program in all course syllabi was also helpful. Ultimately, it was students' willingness to learn and their existing excellent teaching expertise that played a crucial role. The observations with the cycle of giving feedback on students' teaching first and then assessing their performance worked well.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. Hongyu Wang, Dr. Erin Dyke, and Dr. Smythe as program faculty have discussed the assessment in an ongoing process and particularly focused on this annual assessment before submitting it.

Describe the process for sharing and discussing assessment findings with program faculty: Each individual program faculty was responsible for assessing his or her advisee's practicum according to the shared rubric. After finishing individual assessment, we shared results and interpretation in the program meeting. For this year's assessment, due to students' teaching schedules, these four students under assessment did not finish it at the same time, so faculty shared thoughts after assessment for individual students was finished, and we discussed the assessment as a whole in our first program faculty meeting this Fall semester.

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: Assessment had gone well for this past year so we don't have any change plans in teaching, but we will keep good coursework and help student build solid bridges between theory and practice in their teaching. Particularly, we will keep to add components of college teaching materials throughout the coursework.

Based on this year's findings, what (if any) changes are planned for the assessment process?: One thing is related to the procedure of assessment. We proposed that practicum assessment was conducted as a part of required pedagogical research course. While we still keep doing that when possible, since students' teaching schedule is not fixed, and some are adjunct faculty at a college and cannot control when they teach, we plan to go with students' teaching schedules to do practicum assessment, and it is possible that students will be teaching at a time when they do not take the graduate course on pedagogical research. Doing practicum with another course is acceptable.

Describe the process for implementing these changes/planned program improvements: Each program faculty member will discuss with their advisees about when is the best time to do practicum. In the Spring 2020 a required pedagogical research class will be offered and those in the certificate program will be encouraged to do the assessment. If not matching students' teaching schedules, alternatives will be discussed and implemented.

Program Improvements Made in the Last Year: Course Improvements, Improved Faculty Understanding or Buy-In

Goals for the Coming Year: We will make a flexible scheduling of practicum assessment work well for both students and faculty. It does require ongoing communication among faculty members to know students' assessment semester, but the program faculty has been a wonderful collaborative team, so our goal is to make the process effective.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Dr. Hongyu Wang (assessment coordinator), Dr. Erin Dyke (program faculty member), and Dr. Jon Smythe (program faculty member).

Outcome: Knowledge

Students should demonstrate knowledge and capacities for effective college teaching

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019

Outcome Type: Knowledge

Assessment Methods

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. (Active)

*** Learning Outcome Goal/Benchmark:** 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.

Timeline for Assessment: Each semester when students do practicum