

Program Plan and Findings: Four Column Layout



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

2019 - 2020

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: 7

Number of Student Graduates from Stillwater Campus:

Number of Student Graduates from Tulsa Campus:

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

If yes, describe how funds were used and the contribution the funds had on the assessment process:

Annual Executive Summaries

2019 - 2020

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: The assessment for this certificate was conducted through practicum assessment. For the nine students who finished practicum components for assessment, they all had excellent performance. The six aspects of college teaching that are under assessment for the certificate program include teaching strategies, technology, diversity, curriculum design, teaching philosophy, and teacher research. Eight of them scored 4.0 on a 4.0 evaluation scale on these six indicators and one of them scored 3.9.

It appears to program faculty that the students' coursework with clear objectives helped students to: (1) achieve theoretical and practical understanding of college learning in a diverse setting, (2) become confident in using research-based teaching strategies, (3) use effective curriculum design, (4) formulate their philosophy of teaching and orient their teaching in the classroom through it; and (5) conduct pedagogical research to improve their teaching in an ongoing process. 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.

One possible improvement area is to integrate diversity more closely into each student's teaching in the classroom. With certain subjects, such as engineering, diversity needs to be incorporated more into the interactive aspect of learning more than the content.

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 during the academic year, and we discussed this annual assessment. Administrators such as Dr. Witte and Dr. Sonogo oversaw the process.

Describe the process for sharing and discussing assessment findings with program faculty: Each individual program faculty member 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, the six students under assessment did not finish it at the same time, and faculty shared thoughts after assessment for individual students was finished, and we discussed the assessment as a whole in our program faculty meeting.

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: Assessment outcome was excellent this past year so we don't have any substantial 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 demonstrate in the courses we teach how to integrate diversity into all subject areas including learning process and classroom climate.

Based on this year's findings, what (if any) changes are planned for the assessment process?: Last year we proposed a flexibility of scheduling practicum when students are teaching, and not necessarily tied with one particular course. Going with students' teaching schedules to do practicum assessment worked well: three students finished practicum in pedagogical research classes while another three finished practicum when taking other courses. So we will follow this procedure for this year too, and the advisor will monitor the process of assessment.

Describe the process for implementing these changes/planned program improvements: The process of flexible scheduling was already implemented and we will follow the procedure this year. In teach about diversity, it has always been the strength of the program and we will add more practical cases in teaching involving diverse subject area to help students make more explicit connections.

Program Improvements Made in the Last Year: Curriculum Improvements

"Other" Improvements: Procedural improvement to practicum assessment

Goals for the Coming Year: (1) continue to implement flexible scheduling of practicum; (2) continue to emphasize in the coursework how diversity can be embodied in teaching in many different aspects, not just the content; (3) creating more opportunities of social interactions among certificate students for a sense of community

Is this Summary Report Complete?:

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).

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Overall - Students should demonstrate knowledge and capacities for effective college teaching</p> <p>Outcome Status: Active</p>	<p>Other - Students will each be observed teaching and researching in their own settings. Criteria for evaluation include their teacher research design and</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p> <p>Students under assessment were nine students. They have demonstrated knowledge and skills to engage effect college teaching. They were evaluated on six indicators: teacher</p>	<p>Use of Findings (Actions): The finding suggests effective teaching and successful learning. Program faculty will continue deliver the coursework in a consistent</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>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.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of students included in the assessment will receive the overall grade of minimum 3 on the 4-scale rubric.</p> <p>Timeline for Assessment: Each semester when students do practicum</p> <p>Other Assessment Type:</p>	<p>research, research-based teaching strategies, use of technology, curriculum design, attention to working with diverse learners, and articulation of teaching philosophy. Overall performance was 4 on a 4.0 scale for 8 students and 3.9 for 1 student. (09/07/2020)</p> <p>Number of Students Assessed: 9</p> <p>Number of Successful Students: 9</p> <p>How were students selected to participate in the assessment of this outcome?: These students were finishing their coursework and were ready to participate in practicum in which observations of teaching were conducted and evaluated.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrated excellent achievements in all six indicators of effective college teaching.</p>	<p>manner, and will make more efforts to infuse cultural diversity into teaching to broaden students' view of its role in education. (09/07/2020)</p>