Missouri State University
College of Education (COE) Assessment Process Summary Report

Introduction

The primary purpose of program assessment is to improve the quality of educational programs by improving student learning. Many of the programs in the college lead to a teaching certificate issued by the Department of Elementary and Secondary Education (DESE). All teacher education programs, undergraduate and graduate are approved by DESE. These include:

- Early Childhood Education (Birth-grade 3) - BSEd
- Elementary Education (Grades 1-6) – BSEd
- Special Education/Cross Categorical (Grades K-12) – BSEd
- Middle School Education (Grades 5-9) – BSEd
- Early Childhood and Family Development – MS
- Elementary Education – MSEd
- Counseling – MS
- Special Education Alternative Certification Track (SEACT) – MSEd
- Special Education – Visual Impairment – MSEd
- Certificates in Autism Spectrum Disorders and Orientation & Mobility
- Educational Administration – MSEd
- Educational Administration – EdS
- Educational Leadership – Cooperative Doctorate with University of Missouri – EdD
- Educational Technology – MSEd
- Master of Arts in Teaching – MAT
- Literacy (K-12) – MSEd

In addition COE offers non-teaching programs in:

- Child and Family Development – BS
- Student Affairs in Higher Education - MS

Mission

The mission of the College of Education is to help all children to learn and succeed in school, to become productive caring citizens and active community participants through the preparation of quality professional educators.

Program Goals and Objectives

The Missouri Department of Elementary and Secondary Education (DESE), Specialized Professional Associations (SPAs) and the National Council for Accreditation of Teacher Education (NCATE) requires each program to meet specific standards, which are the learning outcomes or goals of the program. Non-certification programs have learner
outcomes developed by the specific program faculty. Learner outcomes/goals are included on appropriate syllabi and all learner outcomes in certification programs are coded with appropriate DESE and SPA standards. All syllabi include the goals of the Public Affairs mission. The three pillars of the Public Affairs goals – community engagement, cultural competence, and ethical leadership are assessed during the student teaching experience in undergraduate programs by having student generate written statements as to how they have addressed these three goals during their program. Graduate programs assess the PA goals in a variety of ways.

Assessment Process

The Professional Education Unit (PEU) is the governance structure for all teacher education programs. The PEU programs and members are located in every college in the university. PEU has an approved unit assessment plan and their Program Review Committee is charged with reviewing this data annually.

Each program in the COE has an approved assessment plan, which is limited to 8 assessments. Each assessment is linked to assessing one or more of the learning goals/standards of the program. Each assessment is either embedded in a specific course or is a stand-alone assessment. Results of these assessments are stored in the Student Tracking Evaluation and Portfolio System (STEPS), Banner, or the ePortfolio system by faculty teaching in the specific program.

Periodically, at least once a year, faculty review reports from the assessment systems, which are produced by the COE Data Manager and the Institutional Research Office. This review may result in potential program changes. Each program has an Advisory Committee, which also reviews the assessment data and the faculty recommendations for program changes and makes recommendations.

Timeline

- Assessment data are entered into the STEPS, Banner, and ePortfolio systems each semester.
- At least once a year, generally in the spring, program faculty review assessment data and make program change recommendations based on the data.
- Yearly, each program meets with their Advisory Council to review the data and their recommendations and seek feedback from the council members.
- Appropriate curricular changes are completed and sent through the curriculum change process at that point.

External Reports

- COE/PEU complete a yearly Title II report, DESE reports, and a PEDS report.