A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings” in 2011-2012 Assessment Report.)

The Advanced Studies committee has added an ECE concentration to accommodate the needs of many area early childhood educators. A concentration area may now include the Ohio Early Childhood Generalist Endorsement (4/5 grade).

The Advanced Studies committee added more focus on issues surrounding diversity in the 3 seminar courses. For instance, there is greater focus on distinguishing the ways by which candidates are able to modify and accommodate pedagogical practices to meet the needs of their K-12 students.

During the initial transition to semesters, it was decided that the Advanced Studies candidates would be required to take a research class that was offered by a different department. Because of the difference in candidate needs between Advanced Studies and this other program, the committee decided to create a distinct research class for Advanced Studies candidates. The course was created in Spring 2013 and will first be offered in Spring 2014.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to _______________________.

(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)

The Advanced Studies program is aligned to and continually assesses all of the competencies outlined in the National Board of Professional Teaching Standards as listed below.

NBPTS Core Proposition 1: Teachers Are Committed To Students And Their Learning
1.1: Makes knowledge accessible to all students; believes all students can learn.
1.2: Treats students equitably, recognizes individual differences distinguishing students, & takes these into account in practice.
1.3: Understands how students develop and learn.
1.4: Respects the cultural and family differences students bring to the classroom.
1.5: Is concerned with students’ self-concept, their motivation, and the effects of learning on peer relationships.
1.6: Is concerned with the development of character and civic responsibility.

NBPTS Core Proposition 2: Teachers Know The Subjects They Teach And How To Teach Those Subjects To Students
2.1: Has mastery of subject(s) taught; possesses deep understanding of history, structure & real-world applications of subject.
2.2: Has skill & experience in teaching it, is very familiar with skills gaps & preconceptions students may bring to the subject.
2.3: Uses diverse instructional strategies to teach for understanding.

NBPTS Core Proposition 3: Teachers Are Responsible For Managing And Monitoring Student Learning
3.1: Delivers effective instruction; moves fluently through instructional techniques, keep Ss motivated, engaged, & focused.
3.2: Knows how to engage Ss to ensure disciplined learning environment, & organizes instruction to meet instructional goals.
3.3: Knows how to assess the progress of individual students and the class as a whole.
3.4: Uses multiple methods for measuring student growth & understanding, clearly explains student performance to parents.

NBPTS Core Proposition 4: Teachers Think Systematically About Their Practice And Learn From Experience
4.1: Models what it means to be an educated person – reads, questions, creates, and is willing to try new things.
4.2: Is familiar with learning theories and instructional strategies and stays abreast of current issues in American education.
4.3: Critically examines practice regularly, deepens knowledge, expand repertoire of skills, & incorporate findings in practice.
NBPTS Core Proposition 5: Teachers Are Members Of Learning Communities
5.1: Collaborates with others to improve student learning.
5.2: Is a leader and actively knows how to seek and build partnerships with community groups and businesses.
5.3: Works with other professionals on instructional policy, curriculum development, and staff development.
5.4: Can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
5.5: Knows how to work collaboratively with parents to engage them productively in the work of the school.

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.) Data were collected from all candidates enrolled in ED 7990 during fall 2012 and all candidates enrolled in ED 8200 during Spring 2013.

D. ASSESSMENT MEASURES
- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
- What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

ED 7990: Seminar II
Candidates must complete at least 50% of their program, along with specific pre-requisites prior to enrolling in this class. The program assessments for this class are:
- Impact on Student Learning (*Student refers to K-12 student)
- Contextual Analysis
- External Review

ED 8200: Seminar III
Candidates in the Advanced Studies program typically take this course last. Candidates must complete a majority of their program, along with specific pre-requisites prior to enrolling in this class. The program assessments for this class are:
- Capstone Project
- CEHS Portfolio
- Comprehensive Summative Assessment

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?
The results from the key assessments evidence that candidates in the program are successful. Candidates are consistently earning “target level” success on these assessments that align with the NBPTS.

F. DISCUSSION OF RESULTS
How were results shared? With whom were they discussed?
The director of the Advanced Studies program, Dr. Nimisha Patel, held a program meeting. During the meeting, 7 committee members in attendance as well as the department chair analyzed data from all key assessments from 2012-2013.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING
Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.
The Advanced Studies committee does recognize that it is difficult to analyze the data and make broad statements about the program with such a small sample size, an N of 4. Overall, candidates consistently earned a “target” across all criteria on the various key assessments. As such, the committee recommends that we first ensure that the faculty who teach ED 7990 and ED 8200 understand the uniqueness of each assessment. Additionally, although only one section of each of these courses is offered each semester, perhaps the committee should go through an inter-rater reliability process to ensure that whomever is teaching the class is assessing student outcomes in a way consistent with expectations of the committee. Furthermore, the committee discussed the potential of cross-listing the Advanced Studies research class with the AYA/MA research class beginning summer 2014. The committee will continue to meet during the spring semester to examine data and discuss necessary program changes. For instance, we will need to have further discussions about the potential of cross-listing the research class.
Advanced Studies Meeting
October 2, 2013

Attendance: Dr. Nimisha Patel, Dr. Brian Boyd, Dr. Hannah Chai, Dr. Jason Fruth, Mrs. Sue Gruber, Dr. Angela Johnson, Dr. Suzann Matthews and Dr. Jim Tomlin.

I. Approval of February 6, 2013 Minutes
   • Dr. Fruth moved to approved
   • Dr. Chai second the motion
   • Minutes approved (unanimous)

II. Student Concerns
   • ECE Courses have gone through and added to the schedule. Clarification about 45 and about ECE POS and how they were advised. Dr. Patel must sign off on Program of Study, even before Dr. Tomlin receives it, and so far Dr. Patel has signed no Program of Study for ECE. ECE still has some revisions to make of their Advanced Studies program.

III. Key Assessments
   • Dr. Fruth, Dr. Tomlin, Angela Johnson, and Sue Gruber examined ED 7990 and Dr. Patel, Dr. Chai, and Dr. Boyd examined ED 8200.
   • Findings 7990- Concerns about criteria, 2.2 encompassed 2 different points. The first part was what our student was doing and skills and knowledge needed and the next was about pre-notions about the student. May want to make it two different points (2.21 and 2.22). Also change Informative and Targeted back to Acceptable and Targeted to keep consistency.
   • Finding 8200- On Capstone project one student scored acceptable on everything, so may want to look at criteria and make sure the professors doing the assessment understand the uniqueness of each assessment.
   • Findings for both- Very limited data considering there is only 4 students in this Key Assessment.
   • Action Plan-Consider revising instead of just copying and pasting from National Professional Teaching Standard.

IV. Recruitment- IS: Autism Certificate adding 5 courses and advertising the Advance Studies to obtain this Certificate, estimated to get 5 or 6 more students.

V. Other Announcements
   • New Advanced Studies Class ED 7850. Possible combining of AYA and ED 7850 Research class. Need to find a replacement Professor because Jerry Baker will not be teaching after fall semester. Amy Elstin is teaching IS research so may be a possible replacement.
   • Advanced Studies Pilot Page
   • Dr. Patel signs off on all future POS’s