

School of Education - Indicators of Student Learning

How student learning outcomes for the program are met:

The School of Education utilizes many assessments for program review. Program review in the past three years has allowed for the assessment and evaluation of four of nine Program Learning Outcomes (PLO). Courses are identified from the SOE's Staggered Course Assessment and are rotational. PLOs for the past three years include: knowledge and pedagogy (PLO #1), student learning assessment (PLO #2), learner engagement (PLO #4) and behavior management (PLO #6).

Results from the PROAC Form 1 displays that the past three years have brought the following:

1. a. Assessment:

Success in spiral learning (refer to Form 1, 2013).

b. Response:

The approach of building content and knowledge then the introduction, reinforcement and emphasis of skills and strategies is a successful approach to student learning. The SOE will continue to scaffold skills and knowledge and dialogue within the department will include learner feedback by way of Be Blunts, reflection papers, whole class discussions and such.

2. a. Assessment:

Increase efforts in meeting PLO #8 (Professionalism) (refer to Form 1, 2013).

b. Response:

The department must provide opportunities for dialogue and identify strategies which can enhance professionalism. A proposed First Year Experience and student mentoring system to include seminars on professionalism will be piloted in Fall 2014.

3. a. Assessment:

Revisit student engagement (refer to Form 1, 2012).

b. Response:

The SOE made curriculum changes and to its PLOs in 2011, this was a transition period; however, strategies were identified to address this learning outcome such as incorporating teaching strategies into teachbacks presentation, identification of lessons to specifically address strategies and other opportunities to interact with this learning outcome.

4. a. Assessment:

Continue scaffolding concepts and connections between knowledge and application (refer to Form 1, 2011).

b. Response:

The SOE identified through Curriculum Mapping in 2011 and again in 2013 gaps in introduction, reinforcement and emphasis in learning outcomes. This brought about the need to revisit and revise Program Learning Outcomes with the assistance of a WASC Senior mentor. The SOE continues to research effective strategies and remains abreast of best practices. Professional development opportunities are offered to build capacity.