How to Create Student Outcomes Assessment Reports
For Academic Departments

Assessment Reports provide a record of the past academic year’s assessment activities. Since assessment activities are designed to help the department understand and improve student learning in the major, the report should be completed only after the department has had an opportunity to analyze the assessment information and discuss the meaning of the assessment results. After review of the assessment results, a plan for future assessment activity should be developed. SMART assessment is an ongoing process intended to improve effectiveness and student performance.

Assessment improves teaching and learning by providing valid and verifiable information to departments. Departments are not penalized for failing to meet ambitious learning targets, and assessment of student learning is not utilized in faculty evaluation. Your assessment plans are shared with the Strategic Planning Council for the purpose of providing appropriate feedback to the department. The Assessment Reports are sent to and reviewed by the Provost, then are archived to provide proof of MSU’s dedication to continuous improvement.

Typically, assessment reports (report of results) and revised plans (plans for the next academic year) are due on May 15th to the Office of the Provost. Assessment documents, examples of best practices, and other resources are available on MSU’s Academic Assessment Website (www.murraystate.edu/provost/assessment).

5 SMART Steps to Establishing Student Outcomes Assessment Report (report of most recent assessment results)
For Academic Departments

ACADEMIC YEAR TO BE ASSESSED 2005-06

Department of Early Childhood and Elementary Education

Major (Program) Elementary Education

CIP Code 13.1202

Completed by (Name) Renee Campoy
Sharpen learning goals into outcomes and set achievement targets
(List the Student Learning Outcomes—specifying the learning goal[s] to which they relate—and the achievement targets you are assessing this year.)

<table>
<thead>
<tr>
<th>ELE Learning Goal 1:</th>
<th>Candidates will design and plan instruction that develops students’ abilities to use apply content knowledge, think and solve problems, and integrate knowledge. 80% of the candidates will create a lesson plans that demonstrates attainment of Learning Goal 1</th>
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<tbody>
<tr>
<td></td>
<td>1. The lessons plan will include all elements required by the KTIP lesson format</td>
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<td>2. The candidate will receive a satisfactory score of 33 points or higher on a rubric with a scale with a maximum of 50 points</td>
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<td>3. 80% of candidates will pass the PRAXIS PLT exam</td>
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<th>ELE Learning Goal 2:</th>
<th>Candidates will create a learning climate that supports student learning at high levels. 80% of the candidates will create a philosophy of education that is informative, clearly and precisely written, and that uses correct usage and mechanics that will demonstrate attainment of Learning Goal 2. 80% of candidates will create a classroom management plan that considers the major aspects of classroom planning to support student achievement, including classroom rules, monitoring, encouragement and correction procedures that will demonstrate attainment of Learning Goal 2.</th>
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<tr>
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<td>1. The philosophy will include all elements appropriate for a reflective educational statement</td>
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<td>2. For the philosophy, the candidate will receive a satisfactory score of 9 points or higher on a rubric with a scale that has a maximum of 15 points</td>
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<td>3. The classroom management plan will include 7 elements necessary for an effective plan</td>
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<td>4. For the classroom management plan, the candidate will receive a satisfactory score of 33 points or higher on a rubric with a scale that has a maximum of 50 points</td>
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<td>5. 80% of candidates will pass the PRAXIS PLT exam</td>
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**ELE Learning Goal 4:** Candidates will demonstrate their ability to create and analyze assessment instruments that communicate achievement data to students and others. 80% of the candidates will create an assessment instrument that demonstrates attainment of Learning Goal 4

1. The assessment instrument will demonstrate use of fair and reliable evaluation criteria to assess student achievement
2. The candidate will receive a satisfactory score of 51 points or higher on a rubric with a scale that has a maximum of 75 points
3. 80% of candidates will pass the PRAXIS PLT exam

**ELE Learning Goal 8: Content Area Knowledge**
Candidates will demonstrate familiarity with the content area knowledge they will teach to their future students.

1. 80% of candidates who have completed 60 hours of elementary program coursework will attain a composite ACT \( \geq 21 \) or its equivalent.
2. 80% of candidates completing the program will pass the PRAXIS #0014, an elementary content-specific examination, with a score \( \geq 158 \).

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**Map the curriculum**
*(Required in the Assessment Plan only, not in the Assessment Report)*

**ELE Learning Goal 1/SLO 2:** All instructors in all sections of EDU 303, ELE 305, REA 307 and ELE 307 use the same rubric to evaluate and provide feedback to candidates regarding their lesson planning skills. Candidates must obtain a score of 33 or higher on a 50 point scale.

**ELE Learning Goal 1/SLO 3:** All candidates must pass the PLT #0052 exam to qualify for teacher licensure. This exam requires them to apply their pedagogical content knowledge through a series of selected response and essay items. To facilitate candidates’ efforts, elementary faculty will align their course objectives with PLT topics and integrate sample PLT questions (provided by the ETS) into their course delivery.

**ELE Learning Goal 2/SLO 2:** All instructors in all sections of EDU 103 use the same rubric to evaluate and provide feedback to candidates regarding the writing and reflective skill of their
philosophy. Candidates must obtain a score of 9 or higher on a 15 point scale.

**ELE Learning Goal 2/SLO 4:**
All instructors in all sections of EDP 260 use the same rubric to evaluate and provide feedback to candidates regarding their classroom management skills. Candidates must obtain a score of 33 points or higher on a 50 point scale.

**ELE Learning Goal 2/SLO 5:** All candidates must pass the PLT #0052 exam to qualify for teacher licensure. This exam requires them to apply their pedagogical content knowledge through a series of selected response and essay items. To facilitate candidates’ efforts, elementary faculty will align their course objectives with PLT topics and integrate sample PLT questions (provided by the ETS) into their course delivery.

**ELE Learning Goal 4/SLO 1:**
All candidates are required to design an assessment project that includes objective assessment items such as multiple choice, t/f and completion and subjective items such as open response, essay, and performance tasks in EDU 405. Candidates are encouraged to reflect upon the results of assessment, the strengths and weaknesses of assessment items, and the role of the teacher in the assessment process,

**ELE Learning Goal 4/SLO 2:**
All instructors in all sections of EDU 405 use the same rubric to evaluate and provide feedback to candidates regarding their assessment project. Candidates must obtain a score of 51 or higher on a 75 point scale.

**ELE Learning Goal 4/SLO 3:**
All candidates must pass the PLT #0052 exam to qualify for teacher licensure. This exam requires them to apply their pedagogical content knowledge through a series of selected response and essay items. To facilitate candidates’ efforts, elementary faculty will align their course objectives with PLT topics and integrate sample PLT questions (provided by the ETS) into their course delivery.
**ELE Learning Goal 8/ SLO 1:** To gain admission to the teacher education program, elementary candidates must have a composite ACT ≥ 21 score or its equivalent. Elementary program faculty teaching EDU 103, EDU 303, ELE 305, REA 306, and ELE 307 will encourage students who have not attained a composite score of 21 to meet with their faculty advisors. Elementary faculty advisors will work with students to develop a plan of action to prepare to retake the exam by attending a series of ACT workshops, accessing available ACT prep texts and software program, and seeking assistance through MSU student support services as needed. COE research indicates students with ACT < 19 usually do not raise their scores to 21. Therefore, advisors may counsel these students to seek another profession.

**ELE Learning Goal 8/ SLO 2:** The Kentucky Education Professional Standards Board (EPSB) recently adopted the PRAXIS #0014 as one of the exams required for teacher licensure, effective Fall 2005. This exam tests students’ knowledge in the reading, math, science and social studies content that they will teach to their future elementary students. An analysis conducted in Spring 2005 indicated a misalignment between existing program objectives and university studies course objectives and the PRAXIS #0014 topics. Therefore, students will be encouraged to attend a series of PRAXIS workshops. Furthermore, elementary faculty will integrate sample PRAXIS test questions (provided by the Educational Testing Service, or ETS) into their course delivery.

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**Assess**  
(How did the department assess this outcome?)

**ELE Learning Goal 1/SLO 2:** Program faculty will review and analyze the aggregate data collected in the Livetext database to determine if the 80% goal for candidate success has been obtained and to determine which candidates scored below the 33 point cut score and why.

**ELE Learning Goal 1/SLO 3:**  
Program faculty will analyze the aggregated PLT #0052 results provided by ETS. If the candidate pass rate is less than 80%, the failed candidates’ results will be analyzed and a report made to EPSB.
ELE Learning Goal 2/SLO 2:
Program faculty will review and analyze the aggregate data collected in the Livetext database to determine if the 80% goal for candidate success has been obtained and to determine which candidates scored below the 9 point cut score and why.

ELE Learning Goal 2/SLO 4:
Program faculty will review and analyze the aggregate data collected in the Livetext database to determine if the 80% goal for candidate success has been obtained and to determine which candidates scored below the 33 point cut score and why.

ELE Learning Goal 2/SLO 5:
Program faculty will analyze the aggregated PLT #0052 results provided by ETS. If the candidate pass rate is less than 80%, the failed candidates’ results will be analyzed and a report made to the EPSB.

ELE Learning Goal 4/SLO 2:
Program faculty will review and analyze the aggregate data collected in the Livetext database to determine if the 80% goal for candidate success has been obtained and to determine which candidates scored below the 51 point cut score and why.

ELE Learning Goal 4/SLO 3:
Program faculty will analyze the aggregate PLT #0052 results provided by ETS. If the candidate pass rate is less than 80%, the failed candidates’ results will be analyzed and a report made to EPSB.

ELE Learning Goal 8/SLO 3: Program faculty will analyze the aggregate PLT #0052 results provided by the EPSB. Further, they will review common course syllabi and interview course instructors to ascertain if instructors have integrated sample PLT questions throughout the delivery of their courses.

Review the results
(What did you discover about student learning?)
<table>
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<tr>
<th>Transfer information into action</th>
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<tr>
<td>(How will you use the assessment information to improve student learning?)</td>
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