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 Adolescent, Career and Special Education

Major (Program) Health and Physical Education

CIP Code 13.1307

Completed by (Name) Renee Campoy

Form updated April 2005 Assessment Report
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>HPE Learning Goal 1: 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 lesson plans that demonstrate attainment of Learning Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The lesson plans will include all elements required by the KTIP lesson format</td>
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<tr>
<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>
</tr>
<tr>
<td>3. 80% of the candidates will pass the PRAXIS PLT exam</td>
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<tr>
<th>HPE Learning Goal 2: 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. The philosophy will include all elements appropriate for a reflective educational statement</td>
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<tr>
<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>
</tr>
<tr>
<td>3. The classroom management plan will include 7 elements necessary for an effective plan</td>
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<tr>
<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>
</tr>
<tr>
<td>5. 80% of the candidates will pass the PRAXIS PLT exam</td>
</tr>
<tr>
<td><strong>HPE Learning Goal 4</strong>: Candidates will demonstrate their assessment knowledge by taking an exam. 80% of the candidates will pass the exam that demonstrates attainment of Learning Goal 4</td>
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<tr>
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<tr>
<td>1. The assessment exam will document the assessment knowledge of candidates</td>
</tr>
<tr>
<td>2. The candidates will receive a satisfactory score of 65 points or higher on the exam with a maximum of 100 points</td>
</tr>
<tr>
<td>3. 80% of the candidates will pass the PRAXIS PLT exam</td>
</tr>
</tbody>
</table>

### Map the curriculum

(Required in the Assessment Plan only, not in the Assessment Report)

**HPE Learning Goal 1/SLO 2**: All instructors in all sections of EDU 303 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.

**HPE 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.

**HPE 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.

**HPE Learning Goal 2/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.

**HPE Learning Goal 4/SLO 1**: All candidates are required to take an exam in HPE 409.

**HPE Learning Goal 4/SLO 2**: Instructors in HPE 409 use the same exam to evaluate and provide feedback to candidates regarding their assessment knowledge. Candidates must obtain a score of 65 or higher on a 100 point exam.

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Form updated April 2005
Assessment Report
### HPE 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.

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

#### HPE 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.

#### HPE 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 the EPSB.

#### HPE Learning Goal 2/SLO 2:
Program faculty will review and analyze the aggregated 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.

#### HPE Learning Goal 2/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 the EPSB.

#### HPE Learning Goal 4/SLO 2:
Program faculty will review and analyze the aggregated 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 65 point cut score and why.

#### HPE Learning Goal 4/SLO 3:
Program faculty will analyze the aggregate PLT #0052 results provided by the EPSB.
| **Review the results**  
(What did you discover about student learning?) |
|------------------------------------------------|
| **Transfer information into action**  
(How will you use the assessment information to improve student learning?) |

Form updated April 2005  
Assessment Report