



Assessment Plan for Workforce and FOS Programs

Program/Track Name: AAT – Secondary

Description of Program-Level Learning Outcomes

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

Program-Level Learning Outcomes	
Program Learning Outcome 1:	The students will design instruction that promotes student learning, makes use of effective communication techniques, and incorporates instructional strategies that actively engage a diverse student population in the learning process.
Program Learning Outcome 2:	The students will analyze grade-level curriculum and materials for various aspects of diversity, including ethnicity, gender, gifted and special education, bilingual / ESL, socioeconomic status, and family structure.
Program Learning Outcome 3:	The students will connect learning theories to educational practice.
Program Learning Outcome 4:	The students will incorporate effective technology tools and resources into the grade-level curriculum and course objectives.
Program Learning Outcome 5:	The student will analyze and evaluate ethical standards and other professional guidelines.

Section I: Technical Courses

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

How to complete the program map:

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

Program Map ▼

I=Introduced P=Practiced E=Emphasized A=Assessed

Program Courses	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6	Program Learning Outcome 7	Program Learning Outcome 8
EDUC 1301	I, P, E, A	I, P	I, P, E, A	I, P, E, A	I, P, E, A			
EDUC 2301		P, E, A	P, E	P, E	P, E, A			
MATH 1350								
MATH 1351								
Additional science beyond core curriculum								

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Assessment Plan for Program Learning Outcomes

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

Note: Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.)	Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.)	Targets- Level of Success Expected (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.)
PLO #1	Lesson Plan Project in EDUC 1301 (Introduction to Teaching) – Students will incorporate appropriate instructional strategies, including a discussion strategy and cooperative learning strategy, that align with the lesson learning objective.	80% of students score at or above 2.0 on the designated area of the rubric for the standard. 3.0 = meets expectations for the standard 2.0 = approaches expectations for the standard 1.0 = does not meet expectations for the standard 0 = did not submit assessment
PLO #2	Children’s Book Project in EDUC 2301 (Introduction to Special Populations) – Students will analyze and evaluate children’s books for various dimensions of diversity including multiculturalism, diverse family structures, diverse academic ability, diverse gender roles, and diverse socioeconomics.	80% of students score at or above 2.0 on the designated area of the rubric for the standard. 3.0 = meets expectations for the standard 2.0 = approaches expectations for the standard 1.0 = does not meet expectations for the standard 0 = did not submit assessment
PLO #3	Lesson Plan Project in EDUC 1301 (Introduction to Teaching) – Students will demonstrate application of	80% of students score at or above 2.0 on the designated area of the rubric for the standard. 3.0 = meets expectations for the standard

	<p>educational theory through the development of two lesson plans.</p> <p>Classroom Vision Board in EDUC 1301 (Introduction to Teaching) – Students will apply educational theory to classroom climate, culture, and set-up through the creation of a classroom vision board.</p>	<p>2.0 = approaches expectations for the standard 1.0 = does not meet expectations for the standard 0 = did not submit assessment</p>
PLO #4	<p>Lesson Plan Project in EDUC 1301 (Introduction to Teaching) – Students will create two lessons plan that appropriately incorporate technology and resources that align with the lesson learning objectives.</p>	<p>80% of students score at or above 2.0 on the designated area of the rubric for the standard. 3.0 = meets expectations for the standard 2.0 = approaches expectations for the standard 1.0 = does not meet expectations for the standard 0 = did not submit assessment</p>
PLO #5	<p>Anecdotal Records in EDUC 1301 (Introduction to Teaching) and EDUC 2301 (Introductions to Special Populations) - Students will analyze and evaluate classroom settings and scenarios in their early field experience and observation through their written anecdotal records.</p>	<p>80% of students score at or above 75% total score on Anecdotal Records.</p>