

Program Outcomes Guide

Program Title: AS in Education

Date: Spring 2017

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Expected Learning Outcomes:

1. Students know, understand, & use the major concepts, principles, theories, & research related to children & young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, & motivation.
2. Students know, understand, & apply knowledge of cultural, racial, socioeconomic, gender, intellectual, & physical diversity to create a productive learning environment.
3. Students demonstrate a high level of competence in the use of the English language arts.
4. Students know, understand, & use the major concepts, procedures, & reasoning processes of mathematics.

Assessment:

1. Production of quality work (lesson plans, research papers, tests) in various classes.
2. Professional portfolio presented before graduation which includes artifacts from a variety of program requirement courses.

Validation:

Portfolios are assessed using a rubric developed by the education faculty (Wine, Chaney, Stonestreet). In addition to the Education Department Faculty, one external validator was included in the assessment: a retired teacher from WCPS.

There are both required artifacts and optional artifacts, and each student had to provide a minimum of 11 documents total under the Knowledge & Content section and the Field Experience section. Students were required to provide both an electronic and a paper copy of their portfolio which is then presented by the student to the assessment team.

Results:

Fifteen (15) portfolios were assessed for the AS.EDU degree in preparation for Spring 2017 graduation. Several students needed to make modifications/additions to their portfolios and resubmit them, however, overall they were well done. All 15 students completed their portfolios successfully. Student presentations of the portfolios indicated a clear understanding by the student of the various assignments/outcomes that were represented in the portfolio. Students had to include artifacts from the various discipline areas as well as the education courses.

Follow-up:

We will make some minor modifications to the schedule of presentation and expected artifacts to be sure that all discipline areas are adequately represented for each student portfolio. An overview of the expectations for the portfolio assessment will be included in the annual Education Students Orientation.

Budget Justification

Current resources are adequate