

Undergraduate Program Data Analysis Report

Program Name: SEDU English

Date:

Contact Person: Heather Baron

Directions:

1. Review the program assessment data located in D2L.
2. List the 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
 - What does the data indicate for your program?
 - What areas of concern if any do you have regarding this assessment?
 - What recommendations do you have regarding any revisions for this assessment?
 - What program changes if any does this data suggest?
3. Save the template as a Word document and submit it to the NCATE Assessment Committee via a D2L dropbox provided in the Accreditation-NCATE link by April 9th .

Undergraduate Unit Data

Program Assessment	Data Analysis	Recommendations	Implementation Date
Praxis II (State Licensure Assessment/Exam)	There is a 100% pass rate for those students who completed the program; however, when looking at the percentages for all test takers the percentages drop below the required 80%.	Remediate students who do not complete the program by offering additional coursework, test preparation workshops, tutoring, or further self-study.	Fall 2012
Grades (Assessment of content)	All students must receive a “C” grade or higher in all of the courses required for the program of study. It is these courses that align with the NCTE standards.	Continue to require students to earn a “C” grade or higher in all courses in the program of study that align with the NCTE standards.	Fall 2012

DSC – Ability (Assessment of candidates’ ability to plan)	The data shows that no students receive an ‘Unacceptable’ on the Discipline Specific Competencies survey completed by the University Supervisor.	Since data collected from the Discipline Specific Competencies surveys completed by the student and cooperating teachers is voluntary, it is suggested we eliminate them altogether and look at the data now obtained from the Instructional Techniques Unit Plan given in SEDU 465.	Unit Plan was first assigned in Spring 2012. New data to be analyzed in Fall 2012.
DSC – Performance (Assessment of candidates’ clinical performance)	The majority of the students met the performance requirement of the NCTE Standards.	Continue to use the Discipline Specific Competencies survey for this Assessment.	Fall 2012
DSC – Impact (Assessment of candidates’ impact on student learning)	The data shows that no students receive an ‘Unacceptable’ on the Discipline Specific Competencies survey completed by the University Supervisor.	Continue to use the Discipline Specific Competencies survey for this Assessment. In addition, look at student teaching Instructional Assessment Plan data to verify DSC data.	Fall 2012
Portfolio Assessment	Based on the scores received by the English candidates, all candidates have met the NCTE standards and are proficient in their field.	Continue using the Portfolio Assessment Rubric for this Assessment.	Fall 2012
PDE 430 (Ability to Plan)	There were no ‘Unsatisfactory Completers’.	Continue to use the PDE 430 Form twice during Student Teaching.	Fall 2012
Instructional	Addressed above.		

Techniques Unit Plan (Ability to Plan)			
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