**Tacoma Community College**

**Program Learning Outcomes Report**

*Please answer the questions directly into this Word document, save as a Word document, and* ***Submit with your Program Review.*** *Attach any supportive documents to the email (as requested in here) and label clearly with which question number they correspond. If you have any questions, please contact Scott Davis at* [*sdavis@tacomacc.edu*](mailto:sdavis@tacomacc.edu)*, or your IASC representative. Thank you!!*

1. Program name: Education-Transfer
2. Enter the **program** level learning outcome(s) you are assessing this year. If only one aspect of the outcome is being measured, please clearly identify that aspect. (NOTE: It is fine to aggregate data up from the course level, but reporting should be focused on the relevant PLOs to which the CLOs you measured map.)

* Evaluate personal strengths and weaknesses and analyze the implications these have on becoming a professional educator.

1. Please bold or highlight the assessment method(s) that most closely match your method(s) from the following list:

* Capstone assignment or course
* Content analysis

**X Course-embedded assessment**

* Observation
* Performance assessment
* Portfolio evaluation
* Reflective essay
* Standardized test
* Local test/exam
* Alumni survey
* Employer survey
* Faculty survey
* Focus group
* Student survey
* Exit interview
* Other (please describe below)
* Not applicable

1. If applicable, please provide the course name(s) & number(s) for each course and the number of sections included in the assessment for any given quarter

|  |  |  |
| --- | --- | --- |
| **Course name/number** | **Quarters assessed** | **Total number of sections** |
| EDUC&205 | Fall 2017, Winter 2018, Spring 2018 | **3** |
|  |  |  |
|  |  |  |
|  |  |  |

1. Who was the lead faculty member for this project? Matt Anderson
2. How many individual faculty members (fulltime and adjunct) are in your program? Give an approximate number if you are not certain. 1
3. Mark with an “X” the approximate percent of your (fulltime and adjunct) faculty who were involved in:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Planning the project | Submitting student work or administering an assessment in their class(es) | Reviewing the student work or other evidence | Interpreting and/or discussing the results |
| 10% or less |  |  |  |  |
| 11 – 25% |  |  |  |  |
| 26 – 50% |  |  |  |  |
| 51 – 75% |  |  |  |  |
| 75% or more | X | X | X | X |
| NA |  |  |  |  |

1. Mark with an “X” the approximate number of students/employers/alumni who participated or whose work was examined

|  |  |  |  |
| --- | --- | --- | --- |
|  | Students | Employers | Alumni |
| 15 or fewer |  | X | X |
| 15-25 |  |  |  |
| 26-75 | X |  |  |
| 75-125 |  |  |  |
| 126 or more |  |  |  |
| NA |  |  |  |

1. Please attach a copy of the assessment and (if you have it) instructions for scoring the assessment.  
   Attached in email
2. Describe your program’s anticipated results. Did you set a benchmark or target for acceptable aggregate attainment of the outcome(s) by your students For example: 80% of students will score at least 7 out of 10; 70% of students will attain a score of “meets expectations” or higher.

* 75% of students will receive a score of complete

1. Summarize the results of the assessment here or attach a Word document.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course:** | **Sample:** | **Passing:** | **Not Passing:** | **Pass Rate:** |
| EDUC&205 | 40 | 34 | 6 | 85% |

1. Were the results of the assessment what you anticipated? Did your students achieve the benchmark, if you set one?

The results met expectations that the majority of students would demonstrate proficiency. Students met the benchmark and exceeded it by 10%

1. What is your program’s initial interpretation of the results?

The initial interpretation is that a high majority of students are supported with appropriate material and scaffolding to complete this PLO. That being said, there is room for improvement to help bridge the 15% who are not. More iterations of data review will help display if trends are moving in a positive or negative direction (or remain around the same level).

1. Which DLOs do the PLOs you measured map to? What are the implications of what you learned from your project for the DLOs?

The PLO maps to COM & IIT. So far the data supports effective and positive contributions with aligning to the college wide mission of preparing students to communicate effectively and integrate into their profession of choice (especially when enrolled in a transfer program).

1. Describe how you are responding to what you learned from the assessment. What changes are you making?  
   At this stage, the initial data shows that the PLO is being successfully met for the program goal and to continue including the supporting material and content that develop this domain of knowledge. Additional review will be needed to identify if this trend continues and what changes might be needed to either improve or further reinforce learning materials and strategies.
2. How have you shared results and engaged in discussion with the appropriate constituents (provide dates or approximate dates for all that apply)?

|  |  |  |
| --- | --- | --- |
| **Activity** | **Date completed** | **Planned for** (projected date) |
| Department meeting(s) |  |  |
| Program meeting(s) |  | Annual Evaluation, 11/15/19 |
| Division meeting(s) |  |  |
| Email |  |  |
| Website/Wiki |  |  |
| Other (please specify) |  |  |

1. Briefly describe your plan for ongoing monitoring of the impact of changes in order to inform further planning/improvement?  
   The most important plan is to make sure the data is consistent over each year. As the program has just begun rebuilding, the data will help identify what specific changes are required. At the moment the results are from the beginning year where several changes were made. Although there is a lot of optimism on the effectiveness of these changes, it is necessary to review the data over a second cycle.
2. Where are you storing the documents associated with this assessment project?

Online via class LMS

\*see attached document for a copy of the assignment\*

How do our beliefs impact how/what and the way we teach?

(… and how we promote or hinder learning for others?)

For this assignment you will explore **yourself** - what do you believe about learning...

There are two parts to this assignment:

#1 Educational Philosophy Activity packet

#2 Create your own Educational Philosophy Video   
You will post a **“unlisted”** video on YouTube and send an email with the link copied/pasted in an email to me ( [manderson@tacomacc.edu](mailto:manderson@tacomacc.edu) AND [ma2399@gmail.com](mailto:ma2399@gmail.com) ) with the title **EDUCATIONAL PHILOSOPY**.

*Here are the video questions!*  
  
1) According to the packet, which educational philosophy fits you best? Give some specific examples why you think this fits you and why you think this is an important approach to education.

\*\*\* AVOID generalities at **ALL costs** [i.e. no examples or specific details to back it up means it wasn’t said]). \*\*\*

2) What Philosophy doesn't fit you, why not?  
  
3) What do you think is your role as a teacher? Give examples of some of how this would look in the classroom and with students. How do you think this impacts the learning environment?  
  
4) Explain what your definition of learning is (again, using specific examples) and how can you tell when its happened?  
  
5) What is a "good life" - does this relate to education at all? Explain!   
  
6) What educational philosophy do you think I am (support your answer).

7) Give yourself a grade for the course and explain why (review your progress and give specifics)

Notice the theme for the video is about clearly supporting/explaining your answers. Using generalities doesn’t adequately explore the issue or let anyone else (including yourself) know what you mean (I.e. I want all students to learn can mean multiple things to multiple people – define what you mean by “learn”, etc).

You will be receive credit by answering the questions via providing supporting details from what you’ve learned in the course (discussions, lectures, readings, activities, etc), using specific examples, and clearly explaining your point.

*Question checklist:*

[Answered: (Yes/no)]

[https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcRgpIE4-o-oMaYTzP5T9K_sBFIT5i5jKBCTiLQc4TMCL3_gb2a-](http://www.google.com/imgres?hl=en&tbo=d&biw=1344&bih=725&tbm=isch&tbnid=BWGTXFvNugF28M:&imgrefurl=http://www.nineoverten.com/category/musings/page/28/?ref%3Dwww.nineoverten.com/category/musings/page/37/&docid=ag9VgZ4mUOXwTM&imgurl=http://www.nineoverten.com/wp-content/uploads/2010/03/trophies_fallout3.png&w=279&h=57&ei=nmGhUOz2G4S40AHC3IBw&zoom=1&iact=hc&vpx=679&vpy=566&dur=2519&hovh=45&hovw=223&tx=167&ty=35&sig=108773773926383860940&page=1&tbnh=45&tbnw=223&start=0&ndsp=26&ved=1t:429,r:3,s:20,i:146)[Explained using specific details (yes/no)]

[Supported w/ specific example (yes/no)]

[Included support from course content (yes/no)]