

## UNIT REPORT

**Academic Assessment Plan**

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## Education Sciences BA

### PG1 Increase awareness of and enrollment in the new degree program

**Goal:**

Increase awareness of and enrollment in the new degree program. Specifically, the aim is to engage in systematic, effective recruiting efforts in order to yield 50 declared majors by the end of the 2018-2019 academic year.

**Evaluation Method:**

1. Degree Program Promotional Materials; Applied, Admitted, Enrolled data
2. Capstone Experience Description; Capstone Evaluation Instrument (if applicable)
3. Showcase Event Program

**Responsible Role:** Elayne Colon (epcolon@ufl.edu)**Progress:** Ongoing

### PG2 Design and implement a capstone experience.

**Goal:**

Design and implement a capstone experience. One of the goals for the 2018-2019 academic year is to develop a robust experiential learning experience to ensure students are provided worthwhile learning opportunities that will transfer to their chosen profession. The experiential learning component of the BAES is unique and includes opportunities for students to engage in: 1) undergraduate research; 2) service; 3) a professional internship; and/or 4) a study abroad experience.

**Evaluation Method:**

1. Degree Program Promotional Materials; Applied, Admitted, Enrolled data
2. Capstone Experience Description; Capstone Evaluation Instrument (if applicable)
3. Showcase Event Program

**Responsible Role:** Elayne Colon (epcolon@ufl.edu)**Progress:** Ongoing

### PG3 Host a culminating, showcase event to highlight the unique background and experiences of students in a way that presents a comprehensive picture of what such a unique program affords to students in pursuing their career aspirations.

**Goal:**

Host a culminating, showcase event to highlight the unique background and experiences of students in a way that presents a comprehensive picture of what such a unique program affords to students in pursuing their career aspirations. Specifically, the program aims to hold a showcase event to present the products that capture students' authentic learning as a result of graduating from the BAES program. The showcase event will serve as a culminating activity for majors to synthesize and share newly acquired knowledge and skills and also a recruiting tool for prospective students.

**Evaluation Method:**

1. Degree Program Promotional Materials; Applied, Admitted, Enrolled data
2. Capstone Experience Description; Capstone Evaluation Instrument (if applicable)
3. Showcase Event Program

**Responsible Role:** Elayne Colon (epcolon@ufl.edu)**Progress:** Ongoing

## Program Mission

**Mission:**

The University of Florida seeks to strengthen the human condition and improve the quality of life for the citizens of Florida, the nation, and the world by pursuing new knowledge and its dissemination while building upon the rich experiences of the past. The University values quality and inclusive public education, leading-edge research, and meaningful outreach and public service as ways to distinguish itself among the finest public universities in the nation. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century. The BAES is designed for individuals interested in non-teaching careers in the broad field of education, including areas such as technology-enhanced instruction and training, public and private sector education ventures, educational policy and program research,

settings. Across the country, graduates with education majors typically are prepared to teach in preschool through grade 12 settings. While many university students complete an education degree with teacher certification and begin teaching, others pursue graduate school or employment in fields where preparation in education is an asset. The BAES is appropriate for students interested in leading and supporting the design and implementation of learning environments, studying and informing education policy, optimizing e-learning, advocating for and developing accessible education options for citizens with disabilities, and supporting the learning and training missions of institutions in the modern economy.

**Responsible Roles:** Elayne Colon (epcolon@ufl.edu)

**Program:** Cross-Departmental Programs

**Progress:** Ongoing

**Start:** 07/01/2018

**End:** 06/30/2019

### **SLO1 Explain foundational ideas and best practices**

**Outcome:**

Explain foundational ideas and best practices in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies.

**SLO Area (select one):** Content (UG)

**Responsible Role:** Elayne Colon (epcolon@ufl.edu)

**Progress:** Ongoing

**Assessment Method:**

Evaluate students' final projects during their senior seminar as they present results from individual projects to demonstrate knowledge of foundational ideas and best practices for individual fields of interest.

The quality of projects and the adequacy of their representation of the culmination of learning experiences throughout the program will be assessed (see example rubric below) by the program coordinator and program faculty.

**SLO Not Assessed This Year:**

**Threshold of Acceptability:**

**How many students did you assess for this outcome?:**

**How many students met the outcome?:**

**What percentage of students met the outcome?:**

**Does this meet your threshold of acceptability?:**

**Results:**

null

### **SLO2 Apply foundational ideas and best practices**

**Outcome:**

Apply foundational ideas and best practices to understand problems of practice and generate viable solutions in formal and informal education and training settings.

**SLO Area (select one):** Content (UG)

**Responsible Role:** Elayne Colon (epcolon@ufl.edu)

**Progress:** Ongoing

**Assessment Method:**

Demonstrate the mastery and application of foundational ideas and best practices during experiential learning experiences. Experiences will include internship, undergraduate research, service learning, and/or study abroad opportunities depending upon the student's interests and goals.

Evaluation of internship by supervisors and/or the quality of undergraduate research experiences as measured by presentations and publications with faculty mentors.

**SLO Not Assessed This Year:**

**Threshold of Acceptability:**

**How many students did you assess for this outcome?:**

**How many students met the outcome?:**

**What percentage of students met the outcome?:**

**Does this meet your threshold of acceptability?:**

**Results:**

null

### SLO3 Enact goals for professional growth

**Outcome:** Enact goals for professional growth, ethical practices, and continuous improvement.

**SLO Area (select one):** Critical Thinking (UG)

**Responsible Role:** Elayne Colon (epcolon@ufl.edu)

**Progress:** Ongoing

**Assessment Method:**

Demonstrate the ability to reflect upon what has been learned in the program in relation to how it allows students to establish goals for the next phase of their careers.

Evaluation of program completion data with respect to ability of graduates to pursue their intended next step in their career – whether that be the pursuit of graduate study or obtaining a position related to their area of interest.

**SLO Not Assessed This Year:**

**Threshold of Acceptability:**

**How many students did you assess for this outcome?:**

**How many students met the outcome?:**

**What percentage of students met the outcome?:**

**Does this meet your threshold of acceptability?:**

**Results:**

null

### SLO4 Communicate effectively

**Outcome:**

Communicate effectively in all forms in a professional environment, adapting appropriately for exceptionality and diversity among individuals.

**SLO Area (select one):** Communication (UG)

**Responsible Role:** Elayne Colon (epcolon@ufl.edu)

**Progress:** Ongoing

**Assessment Method:**

Demonstrate the ability to communicate effectively through the presentation of a culminating project to highlight how they are able to apply what they have learned in the program in a professional setting through a showcase event.

The quality of projects and the adequacy of their representation of the culmination of learning experiences throughout the program will be assessed (see example rubric below) by the program coordinator and program faculty.

**SLO Not Assessed This Year:**

**Threshold of Acceptability:**

**How many students did you assess for this outcome?:**

**How many students met the outcome?:**

**What percentage of students met the outcome?:**

**Does this meet your threshold of acceptability?:**

**Results:**

null

### Education Sciences

**Start:** 07/01/2018

**End:** 06/30/2019

**Progress:** Ongoing

**Providing Department:** Cross-Departmental Programs

**Responsible Roles:** Elayne Colon (epcolon@ufl.edu)

**Research (Graduate and Professional AAPs only):**

null

**Assessment Timeline (Graduate and Professional AAPs only):**

null

**Curriculum Map (UG AAPs only):**

Program Education Sciences (CIP 13.0101)    College of Education

Key: Introduced

Reinforced

Assessed

SLOs	EDF 3604	EDF 3210	EEX 2000	EDF 4430	EME 3813	EEX 4XXX	EDF 4440	EME 4010	EDF 3609	EDG4930	EDG 4910	ED 49
<b>Content Knowledge</b>												
#1	I	I	I	I	I	R	R	R	R	R	R	A
#2	I	I	I	I	I	R	R	R	R		R	A
<b>Critical Thinking</b>												
#3						I	I	I	I		R	A
<b>Communication</b>												
#4	I	I	I	I	I	R	R	R	R		A	A

**Assessment Cycle (All AAPs):**

Assessment Cycle for:

Program: Education Sciences (CIP 13.0101)    College of Education

Analysis and Interpretation:

June-August

Improvement Actions:

Completed by September 1

Dissemination:

Completed by October

SLOs	Year					
	18-19	19-20	20-21	21-22	22-23	23-24
<b>Content Knowledge</b>						
#1	√	√	√	√	√	√
#2	√	√	√	√	√	√
<b>Critical Thinking</b>						
#3	√	√	√	√	√	√
<b>Communication</b>						
#4	√	√	√	√	√	√

Attached Files

[☐ COE Education Sciences AAP 2018-19 090618.pdf](#)

**Methods and Procedures (UG and Certificate AAPs):**

The BAES program faculty will engage in a Continuous Improvement Plan (CIP) process to serve as an annual evaluation process for the program with the intent of facilitating program changes and improvements in a systematic, data-driven way. As the program grows, faculty anticipate making changes based upon the data that is collected as a result of the experiences students in the program. The BAES program will annually prepare and analyze a collection of data elements regarding candidate performance, program quality, and program operations for faculty to review and analyze in a systematic way in order to make determinations of program quality and the need for modifications. Data include: admissions, candidate ratings of performance on key assignments in coursework and experiential learning experiences, internship reports, quality of undergraduate research experiences, exit surveys, graduate and employer satisfaction surveys, and graduation data. The CIP addresses changes and improvements regarding program faculty teaching, research, and service, as well as the learning outcomes of students.

The program will evaluate student performance and preparation by holding program area meetings during the academic year. Educator Central will monitor students' performance as measured by grades and GPA to ensure students are making adequate progress toward their degree. The Program Coordinator will meet with Educator Central staff monthly to communicate concerns about any individual students' progress toward the degree. Student evaluations will be reviewed by the Program Coordinator in order to assess the quality of the learning experiences that are provided by the courses associated with the program. As an added data source, the Program Coordinator will also visit (or review if online courses) critical tracking and core courses associated with the program to assist faculty in meeting the needs of diverse students. The culminating experiences of the program will serve as a strong indicator of program success and will be the most immediate assessment of the whether the program is meeting the Student Learning Outcomes that have been identified for the program. The overall

success of the program will be measured by assessing the capstone project/experience that students present during their senior seminar (EDG 4930). The assessment method and measurement procedure for each student learning outcome associated with the Education Sciences Degree (CIP 13.0101) is outlined in the table below.

Student Learning Outcome	Assessment Method	Measurement Procedure
Explain foundational ideas and best practices in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies.	Evaluate students' final projects during their senior seminar as they present results from individual projects to demonstrate knowledge of foundational ideas and best practices for individual fields of interest.	The quality of projects and the adequacy of their representation of the culmination of learning experiences throughout the program will be assessed (see example rubric below) by the program coordinator and program faculty.
Apply foundational ideas and best practices to understand problems of practice and generate viable solutions in formal and informal education and training settings.	Demonstrate the mastery and application of foundational ideas and best practices during experiential learning experiences. Experiences will include internship, undergraduate research, service learning, and/or study abroad opportunities depending upon the student's interests and goals.	Evaluation of internship by supervisors and/or the quality of undergraduate research experiences as measured by presentations and publications with faculty mentors.
Enact goals for professional growth, ethical practices, and continuous improvement.	Demonstrate the ability to reflect upon what has been learned in the program in relation to how it allows students to establish goals for the next phase of their careers.	Evaluation of program completion data with respect to ability of graduates to pursue their intended next step in their career – whether that be the pursuit of graduate study or obtaining a position related to their area of interest.
Communicate effectively in all forms in a professional environment, adapting appropriately for exceptionality and diversity among individuals.	Demonstrate the ability to communicate effectively through the presentation of a culminating project to highlight how they are able to apply what they have learned in the program in a professional setting through a showcase event.	The quality of projects and the adequacy of their representation of the culmination of learning experiences throughout the program will be assessed (see example rubric below) by the program coordinator and program faculty.

**SLO Assessment Rubric (All AAPs):**

The capstone course and project are intended to allow students to select an area of interest to explore as an area of focus to highlight all that has been learned throughout their program. The rubric presented in Appendix 1 is intended to assess students in the following areas: Connections to Experience; Connections to Discipline; Transfer of Knowledge; Integrated Communication; and Reflection and Self-Assessment. The goal of the project is to ensure that students are able to apply their knowledge and transfer their learning into a project that can have implications for their desired career path.

## Appendix 1: Rubric for Capstone Project

Adapted from Association of American Colleges & Universities Rubric for Integrative Learning Experience

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.

<p><b>Connections to Discipline</b></p> <p><i>Sees (makes) connections across disciplines, perspectives</i></p>	<p>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p>	<p>Independently connects examples, facts, or theories from more than one field of study or perspective.</p>	<p>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</p>	<p>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</p>
<p><b>Transfer</b></p> <p><i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i></p>	<p>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations <b>to solve difficult problems or explore complex issues in original ways.</b></p>	<p>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations <b>to solve problems or explore issues.</b></p>	<p>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation <b>to contribute to understanding of problems or issues.</b></p>	<p>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation <b>in a new situation.</b></p>
<p><b>Integrated Communication</b></p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b>, making clear the interdependence of language and meaning, thought, and expression.</p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>to explicitly connect content and form</b>, demonstrating awareness of purpose and audience.</p>	<p>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>that connects in a basic way</b> what is being communicated (content) with how it is said (form).</p>	<p>Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form.</b></p>
<p><b>Reflection and Self-Assessment</b></p> <p><i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i></p>	<p>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</p>	<p>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p>	<p>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</p>	<p>Describes own performances with general descriptors of success and failure.</p>

**Measurement Tools (Graduate and Professional AAPs Only):**

null

**Assessment Oversight (All AAPs):**

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Academic Assessment Plan Entry Complete: true



