## Academic Program Assessment Report Template

**Department:** Education  
**Academic Program Evaluated:** Middle School Education  
**Program Review Year:** FA/SP 2016

<table>
<thead>
<tr>
<th>Faculty members involved in this assessment process: (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)</th>
<th>Year 1 Academic Year: 2015-2016</th>
<th>Year 2 Academic Year: 2016-2017</th>
<th>Year 3 Academic Year: 2017-2018</th>
<th>Year 4 Academic Year:</th>
</tr>
</thead>
</table>
| Dr. Colleen Hardy  
Dr. Susan Langston  
Dr. Kelly Sutherland  
Dr. Fred Drake  
Dr. Peggy Reed  
Mr. Eddie Noack  
Mrs. Julie Jones  
Dr. Dianne Twigger  
Dr. Mike Buesking  
Dr. Dara Brannon  
Mrs. Jennifer Morrison  
Dr. Donovan Nelson  
Dr. Elizabeth Fletcher  
Dr. Jon Spence  
Dr. Kevin Hawkins | Dr. Fred Drake  
Dr. Shonna Crawford  
Dr. Eddie Noack  
Dr. Andrea Hughes  
Dr. Kelly Sutherland  
Dr. Peggy Reed | Dr. Fred Drake  
Dr. Shonna Crawford  
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Dr. Shonna Crawford  
Dr. Eddie Noack  
Dr. Andrea Hughes  
Dr. Kelly Sutherland  
Dr. Peggy Reed |

*Instructions: This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same report template. If the report is the Program Review year, please indicate it next to “Program Review Year.”*
| **Number of students in sample:** (If known, supply the number of students in each class/year who were used in the assessment report.) | See Appendix A | MoPTA: 2  
MoGEA: 1 | MoPTA: 7  
MoGEA: 3 | MoGEA: 5  
MEES: 0  
MoCA: 0 |
|---|---|---|---|---|
| **Instrument(s) used in assessment:** (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.) | MoGEA-Missouri General Education Assessment  
MoPTA-Missouri PreService Teacher Assessment | MoGEA-Missouri General Education Assessment  
MoPTA-Missouri PreService Teacher Assessment | MoGEA-Missouri General Education Assessment  
MoPTA-Missouri PreService Teacher Assessment | MoGEA-Missouri General Education Assessment  
MEES: Missouri Educator Evaluation System  
MoCA: Missouri Content Assessment |
| **Additional Data:** (List any additional information/data that informed this report.) | | | | |
| **Methodology:** (Explain the method of data collection and the data analysis process.) | Missouri General Education Assessment  
The Missouri General Education Assessment is administered to all students prior to admission to the Teacher Education Program. Students must pass all sections to be fully accepted into the program. Students may take the exam, consisting of five sections, every thirty-one days. Evangel University allows students 2 semesters to pass all sections. If a student has not passed all sections | Missouri General Education Assessment  
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within that timeframe, they are advised to pursue another degree. The computer assessment is administered and scored by Pearson Education Company. The following information provides an explanation of the format and time for administration. See Appendix B

**Missouri Pre-Service Teacher Assessment**
The Missouri Pre-Service Teacher Assessment is a performance assessment completed by teacher candidates during the student teaching semester. The assessment contains four tasks requiring written commentary and submission of required documentation, called artifacts. Task 1 is formative in nature. Tasks 2, 3 and 4 are summative. If you are taking MoPTA-V, a video of the student teaching experience is required as one of the components for Task 4. Evangel University does not complete the video version of Task 4; but rather has candidates complete the Non Video.

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**Teacher Education Program.**
Students must pass all sections to be fully accepted into the program. Students may take the exam, consisting of five sections, every thirty-one days. Evangel University allows students 2 semesters to pass all sections. If a student has not passed all sections within that timeframe, they are advised to pursue another degree. The computer assessment is administered and scored by Pearson Education Company. The following information provides an explanation of the format and time for administration. See Appendix B
**Complete tasks are entered by a written response and uploaded artifacts via an online submission system. Students are required to respond to each task and link the required documents and artifacts to the written response. Task 1 is not scored, but is evaluated by the individual teacher preparation program. Task 2-4 are scored by employees of Educational Testing Service. All candidates are required to pass the full MoPTA in order to be recommended for licensure in the state of Missouri.**

<table>
<thead>
<tr>
<th>Results of Assessment:</th>
<th>MoGEA During the first administration of the exam, educator preparation programs were required to set a cut score for their unique institution. Programs were provided state-wide data, but were not given access to their institutional data prior to setting a cut score. After reviewing initial statewide results, Evangel set a cut score that was 1 SD lower than the panel based cut score. The Missouri Department of Elementary and Secondary Education required teacher preparation programs to set a cut score after the second administration of the exam.</th>
<th>Evangel University had a 100% pass rate for the MoPTA and a 0% for the MoGEA assessment. After reviewing statewide results, Evangel set a cut score that was 1 SD lower than the panel based cut score. The Missouri Department of Elementary and Secondary Education required teacher preparation programs to set a cut score after the second administration of the exam.</th>
<th>Evangel University had a 100% pass rate for MoGEA. Evangel continued with the MoGEA pass rate of 2SD below the panel-based cut score from DESE.</th>
</tr>
</thead>
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</tr>
</tbody>
</table>
Department of Elementary and Secondary Education required teacher preparation programs to set a cut score after the second administration of the exam. Again, the teacher education committee reviewed state-wide data to determine a cut score. Evangel University set the cut score at 1 SD lower than the panel based cut score. Although cut scores at -1SD allowed students into the program, faculty reviewed student results based on the panel based cut score. The lowest pass rate was writing at 69%.

During the fall 2015 administration of the MoPTA, Evangel University had a 96% pass rate. The spring 2016 pass rate was similar with 95%. The two students that did not pass during the spring semester did not pass due to not completing the assigned tasks.

| Data: (Provide the graphs, charts, etc. that were used to | Again, the teacher education committee reviewed state-wide data to determine a cut score. | Again, the teacher education committee reviewed state-wide data to determine a cut score. | }
| **Strengths:** (From the findings, list the areas of strengths that currently exist in the academic program.) | Students have a strong general education program that supports successful completion of the MoGEA at the -1SD cut score. Students are able to successfully articulate their performance on the MoPTA. | 100% of students who attempted the MoCA for middle school subjects passed! Students have a strong general education program that supports successful completion of the MoGEA at the -1SD cut score. Students are able to successfully articulate their performance on the MoPTA. | 100% of middle school majors who attempted the MoGEA passed! Students have a strong general education program that supports successful completion of the MoGEA at the -1SD cut score. Students are able to successfully articulate their performance on the MoPTA. | Faculty met to review lesson planning procedures taught across the curriculum. Content professors for math and social sciences have collaborated strongly with the education department to implement course work to directly support MoGEA performance for students. |
| | Align student general education coursework to support weak areas based on ACT scores prior to taking the MoGEA. Increase student writing skills. | Incorporate MoCA scoring to assess program completers. | | |
| **Areas in need of improvement:** (From the findings, list the areas of weakness(s) that currently exist in the academic program.) | | | | |
| Year 1: | | | | |
| **Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.) | | | | |
### Plan for Improvement

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review annual data for continuous improvement</td>
<td>Annually-Review MoGEA data annually to make adjustments in sequencing of general education coursework.</td>
<td></td>
</tr>
<tr>
<td>Offer support services for MoGEA through the Student Success Center</td>
<td>2016-2017 academic year</td>
<td>Education Department Chair/Student Success Chair</td>
</tr>
<tr>
<td>Change required writing course from RHET/COMM 205 to ENG 211</td>
<td>Spring 2017</td>
<td>Advisors/Department Chair</td>
</tr>
</tbody>
</table>

**Improvements made:**
- Increased focus on writing in professional education coursework.
- Assessment review calendar aligned with new assessment requirements from the Missouri Department of Elementary and Secondary Education.
- New certification requirements incorporate change from RHET/COMM 205 to ENGL 211 (in process).

**Year 2:**

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather MoCA Data</td>
<td>By Spring 2019</td>
<td>Shannon Holgerson</td>
</tr>
<tr>
<td>Lesson Planning Meeting and Review</td>
<td>Fall 2018</td>
<td>Dr. Fred Drake, Dr. Andrea Hughes, Dr. Kelly Sutherland, Dr. Chanda Clayman, Dr. Shonna Crawford</td>
</tr>
</tbody>
</table>

**Year 2:**
**Improvements made:** (List completed improvement plans and dates of actual implementation.)

<table>
<thead>
<tr>
<th>Improvement Plan</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan Meeting and Next Steps</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>

**Year 3:**

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
</table>
| Collaboration with Gen Ed professors in math and social science to improve MoGEA scores | Fall 2018 | Dr. Drake  
Dr. Crawford  
Dr. Bartels  
Mrs. Twigger  
Teacher Education Committee |

**Year 3:**

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

<table>
<thead>
<tr>
<th>Improvement Plan</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content aligned to MoGEA in math and social science courses.</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>
### Year 4:

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

<table>
<thead>
<tr>
<th>Plan for Improvement</th>
<th>Timeline</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve internal tracking system for content area focus for Middle school majors and minors.</td>
<td>Fall 2019</td>
<td>Dr. Crawford &amp; IT</td>
</tr>
</tbody>
</table>

### Year 4:

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

<table>
<thead>
<tr>
<th>Improvement Plan</th>
<th>Implementation Date</th>
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<tbody>
<tr>
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</table>
Appendix A:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Term</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoGEA – Missouri General Education Assessment</td>
<td>2013-2014</td>
<td>60</td>
</tr>
<tr>
<td>MoGEA – Missouri General Education Assessment</td>
<td>2014-2015</td>
<td>76</td>
</tr>
<tr>
<td>MoGEA – Missouri General Education Assessment</td>
<td>2015-2016</td>
<td>72</td>
</tr>
<tr>
<td>Mo_PTA – Missouri PreService Teacher Assessment</td>
<td>Fall 2015</td>
<td>23</td>
</tr>
<tr>
<td>Mo_PTA – Missouri PreService Teacher Assessment</td>
<td>Spring 2016</td>
<td>41</td>
</tr>
</tbody>
</table>

Appendix B:

Format: Internet-based test (IBT); multiple-choice questions and written assignment
- Reading Comprehension and Interpretation: 39 multiple-choice questions
- Mathematics: 40 multiple-choice questions
- Science and Social Studies: 40 multiple-choice questions
- Writing: 1 written assignment

Time:
- Reading Comprehension and Interpretation: 75 minutes
- Mathematics: 75 minutes
- Science and Social Studies: 60 minutes
- Writing: 60 minutes
- All 4 subtests: 4 1/2 hours, plus a 15-minute break between subtests 2 and 3