



Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

1. **Program: Para- Education**
2. **Department: Education**
3. **School: Social and Behavioral Sciences**
4. **Person(s) Responsible for Developing Plan: Kerri Mahlum**
5. **Email: kmahlum@caspercollege.edu**
6. **Phone: 268-2430**
6. **Date Submitted: 1/11**

1. Does this program offer a distance learning ? x Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

Department Mission Statement:

The mission of the Casper College Education program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities in the prospective teacher so that students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education.

Departmental Goals:

- The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices.
- The Casper College education department will maintain a pre-service education program at CC that provides students with a seamless transfer to the state institution.
- The Casper College education department will adapt/expand the existing CC pre-service education program in order to meet the changing, diverse needs of the student population.
- The Casper College education department will support professional development opportunities for the full time CC education faculty as well as enhance the development of innovative projects created by the CC education faculty.
- The Casper College education department will support the development of the elementary education Associate of Science degree in a distance education format.
- The Casper College education department will support the development and maintenance of secondary education programs.
- The Casper College Early Childhood Education department will seek national accreditation through NAEYC (National Association for the Education of Young Children)

2. *List the student learning outcomes for the program addressed by this plan. (Note: Please complete a separate Assessment Plan form for each program.)*

The Casper College Elementary Education Department aligns its program goals to NCATE Unit Standard 1.

1a. CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

(Initial and Advanced Preparation of Teachers)

TARGET

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers are recognized experts in the content that they teach.

1b. PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

(Initial and Advanced Preparation of Teachers)

TARGET

Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience, that help all students learn.

1c. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

(Initial and Advanced Preparation of Teachers)

TARGET

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

1d. STUDENT LEARNING FOR TEACHER CANDIDATES

(Initial and Advanced Preparation of Teachers)

TARGET

Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

1e. KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS^[8]

TARGET

Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. All program completers pass the academic content examinations in states that require such examinations for licensure.

1f. STUDENT LEARNING FOR OTHER SCHOOL PROFESSIONALS

TARGET

Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

1g. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

TARGET

Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

Standard 1a:

Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Mission Statement: “...students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education”

Goals: “The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices”

“The Casper College education department will adapt/expand the existing CC pre-service education program in order to meet the changing, diverse needs of the student population”

Standard 1b:

Multiple Instructional Strategies/Technology

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

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Standard 1c:

Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

Alignment to Mission and Goals:

Mission Statement: “program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities”

Goals: “The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices”

Standard 1d:

Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Alignment to Mission and Goals:

Mission Statement: “...students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education”

Goals: “The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices”

“The Casper College education department will adapt/expand the existing CC pre-service education program in order to meet the changing, diverse needs of the student population”

Standard 1e:

Communication

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

Alignment to Mission and Goals:

Mission Statement: “...students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education”

Goals: “The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices “

“The Casper College education department will maintain a pre-service education program at CC that provides students with a seamless transfer to the state institution”

“The Casper College education department will support the development of the elementary education Associate of Science degree in a distance education format”

Standard 1f:

Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Alignment to Mission and Goals:

Mission Statement: “program is to provide high quality teaching/learning experiences to develop knowledge, skills, attitudes and abilities”

Goals: “The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices”

“The Casper College education department will adapt/expand the existing CC pre-service education program in order to meet the changing, diverse needs of the student population.”

Standard 1g:
Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Alignment to Mission and Goals:

Mission Statement: “...students can readily matriculate to transfer institutions and as graduates serve as educators who value diversity and excellence in education”

Goals: “The Casper College education department will maintain a pre-service education program reflecting the competencies of teaching/learning excellence and developmentally appropriate practices “

“The Casper College education department will maintain a pre-service education program at CC that provides students with a seamless transfer to the state institution”

4. *Describe how and by whom assessment findings will be used.*

Assessment findings are used at the course level and the departmental level.

Instructor use:

Assessments guide the instructional practices of faculty in an ongoing fashion during the course of a semester. As assessments are gathered, teaching practices are evaluated, and curriculum is modified to meet the needs of the students.

Departmental use:

Program review occurs informally as an ongoing discussion between faculty members. More formally, assessments and course offerings are evaluated on a semester by semester basis. Decisions are made regarding overall programmatic offerings as well as more simple course common assessments.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,

- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end. **See attached table**

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan. Include:*
 - a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

This plan will be reviewed on an annual basis as part of the Program Review process.

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

Student input occurs as part of EDUC 2100- Public School Practicum. Exit interviews are held with each student to review the current course as well as overall programmatic learning.

- c. *What external sources were consulted in the development of this assessment plan?*

This plan was developed following the model of NCATE standards. Additionally some common assessments have been developed in articulation with University of Wyoming Education department.

- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

This plan is currently manageable and valuable. Faculty use assessment in an ongoing basis to refine instruction, plan courses, and evaluate overall program.

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 Program Assessment Plan
 Spring 2011

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<p>Standard 1a: Content Pedagogy</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>EDFD 2020 EDFD 2100 EDUC 2100 ITEC 2360 LIBS 2280</p>	<p>Projects</p> <ul style="list-style-type: none"> • Philosophy of Education Paper (EDFD 2020) • Philosophy of Special Education Paper (EDEX 2484) • Learning Tool (EDFD 2100) • Lesson Plans/Presentations (EDUC 2100) • E-folio (EDUC 2100) • Lesson Plans (ITEC 2360) • Issue Papers/Bibliotherapy (LIBS 2280) • Mini-thematic units (LIBS 2280) • Applied Research Design (EDFD 2100) • Unit of Instruction (EDFD 2100) 	<p>Exams will be collected, scored, returned and discussed with students by faculty.</p> <p>Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty.</p> <p>E-folios scored by associated rubric and discussed in exit interview with EDUC 2100 Practicum Students upon course completion.</p>	<p>Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p> <p>Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p>	<p>Rubric exemplars are shared with students upon project introduction.</p> <p>Scored rubrics are returned to students with verbal discussion with faculty.</p> <p>Exit interviews conducted with EDUC 2100 Practicum Students upon course completion.</p> <p>Staff feedback is shared departmentally informally in an ongoing basis.</p> <p>Instructor and mentor teacher conferences every semester.</p>

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<p>Standard 1b: Multiple Instructional Strategies/Technology</p> <p>The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p>	<p>EDUC 2100 LIBS 2280</p>	<p>Projects</p> <ul style="list-style-type: none"> • Lesson Plans (EDUC 2100) • Lesson Presentation (EDUC 2100) • E-folio (EDUC 2100) • Mini-thematic units (LIBS 2280) • Unit of Instruction with Learning Styles (EDFD 2100) • Mock Research Design (EDFD 2100) • Applied Research Design (EDFD 2100) • Case study of at-risk or youth of disability (EDFD 2100) • Learning Tool 	<p>Exams will be collected, scored, returned and discussed with students by faculty.</p> <p>Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty.</p> <p>E-folios scored by associated rubric and discussed in exit interview with EDUC 2100 Practicum Students upon course completion.</p>	<p>Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p> <p>Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p>	<p>Rubric exemplars are shared with students upon project introduction.</p> <p>Scored rubrics are returned to students with verbal discussion with faculty.</p> <p>Exit interviews conducted with EDUC 2100 Practicum Students upon course completion.</p> <p>Staff feedback is shared departmentally informally in an ongoing basis.</p> <p>Instructor and mentor teacher conferences every semester.</p>

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<p>Standard 1c: Planning</p> <p>The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</p>	EDUC 2100 LIBS 2280	<p>Projects</p> <ul style="list-style-type: none"> • Lesson Plans (EDUC 2100) • Lesson Presentation (EDUC 2100) • E-folio (EDUC 2100) • Mini-thematic units (LIBS 2280) • Unit of Instruction with Learning Styles (EDFD 2100) • Learning Tool (EDFD 2100) 	<p>Exams will be collected, scored, returned and discussed with students by faculty.</p> <p>Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty.</p> <p>E-folios scored by associated rubric and discussed in exit interview with EDUC 2100 Practicum Students upon course completion.</p>	<p>Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p> <p>Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p>	<p>Rubric exemplars are shared with students upon project introduction.</p> <p>Scored rubrics are returned to students with verbal discussion with faculty.</p> <p>Exit interviews conducted with EDUC 2100 Practicum Students upon course completion.</p> <p>Staff feedback is shared departmentally informally in an ongoing basis.</p> <p>Instructor and mentor teacher conferences every semester.</p>

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<p>Standard 1d: Assessment</p> <p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>.</p>	<p>EDFD 2020 EDFD 2100 EDEX 2484 EDUC 2100 ITEC 2360</p>	<p>Projects</p> <ul style="list-style-type: none"> • Philosophy of Education Paper (EDFD 2020) • Philosophy of Special Education Paper (EDEX 2484) • Learning Tool (EDFD 2100) • Application 2 (EDFD 2100) • Lesson Plans/Presentations (EDUC 2100) • E-folio (EDUC 2100) • Lesson Plans (ITEC 2360) • Case study of at-risk or youth of disability (EDFD 2100) 	<p>Exams will be collected, scored, returned and discussed with students by faculty.</p> <p>Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty.</p> <p>E-folios scored by associated rubric and discussed in exit interview with EDUC 2100 Practicum Students upon course completion.</p>	<p>Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p> <p>Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p>	<p>Rubric exemplars are shared with students upon project introduction.</p> <p>Scored rubrics are returned to students with verbal discussion with faculty.</p> <p>Exit interviews conducted with EDUC 2100 Practicum Students upon course completion.</p> <p>Staff feedback is shared departmentally informally in an ongoing basis.</p> <p>Instructor and mentor teacher conferences every semester..</p>

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<p>Standard 1e: Communication</p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.</p>	<p>EDFD 2020 EDFD 2100 EDEX 2484 EDUC 2100 ITEC 2360 LIBS 2280</p>	<p>Projects</p> <ul style="list-style-type: none"> • Group/Individual oral presentations (EDFD 2020, EDFD 2100, EDEX 2484, EDUC 2100, ITEC 2360, LIBS 2280) • Lesson Plans/Presentations (EDUC 2100) • E-folio (EDUC 2100) • Presentation of Learning Tool (EDFD2100) • Presentation of Applied Research Design 	<p>Exams will be collected, scored, returned and discussed with students by faculty.</p> <p>Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty.</p> <p>E-folios scored by associated rubric and discussed in exit interview with EDUC 2100 Practicum Students upon course completion.</p>	<p>Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p> <p>Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p>	<p>Rubric exemplars are shared with students upon project introduction.</p> <p>Scored rubrics are returned to students with verbal discussion with faculty.</p> <p>Exit interviews conducted with EDUC 2100 Practicum Students upon course completion.</p> <p>Staff feedback is shared departmentally informally in an ongoing basis.</p> <p>Instructor and mentor teacher conferences every semester.</p>

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<p>Standard 1f: Diversity</p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>EDFD 2020 EDUC 2100 EDEX 2484</p>	<p>Projects</p> <ul style="list-style-type: none"> • Diversity Research Project (EDFD 2020) • Lesson plans/presentation (EDUC 2100) • Disabilities Notebook (EDEX 2484) • Scenarios (EDEX 2484) • Philosophy of Education Paper (EDFD 2484) • Philosophy of Special Education Paper (EDEX 2484) • Learning Tool (EDFD 2100) • Lesson Plans/Presentations (EDUC 2100) • E-folio (EDUC 2100) • Unit of Instruction / Learning Styles (EDFD 2100) • Case study of at-risk or youth of disability (EDFD 2100) 	<p>Exams will be collected, scored, returned and discussed with students by faculty.</p> <p>Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty.</p> <p>E-folios scored by associated rubric and discussed in exit interview with EDUC 2100 Practicum Students upon course completion.</p>	<p>Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p> <p>Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p>	<p>Rubric exemplars are shared with students upon project introduction.</p> <p>Scored rubrics are returned to students with verbal discussion with faculty.</p> <p>Exit interviews conducted with EDUC 2100 Practicum Students upon course completion.</p> <p>Staff feedback is shared departmentally informally in an ongoing basis.</p> <p>Instructor and mentor teacher conferences every semester..</p>

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<p>Standard 1g: Professional Development</p> <p>The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.</p>	<p>EDUC 2100 EDFD 2020 EDEX 2484</p>	<p>Projects</p> <ul style="list-style-type: none"> • Philosophy of Education Paper (EDFD 2484) • Philosophy of Special Education Paper (EDEX 2484) • Lesson Plans/Presentations (EDUC 2100) • E-folio (EDUC 2100) • Mentor Evaluations (EDUC 2100) • Unit of Instruction with Learning Styles (EDFD 2100) • Mock Research Design (EDFD 2100) • Applied Research Design (EDFD 2100) • Case study of at-risk or youth of disability (EDFD 2100) • Learning Tool (EDFD 2100) 	<p>Exams will be collected, scored, returned and discussed with students by faculty.</p> <p>Projects scored using associated rubrics after student submission. Scored rubrics are discussed with students by faculty.</p> <p>E-folios scored by associated rubric and discussed in exit interview with EDUC 2100 Practicum Students upon course completion.</p>	<p>Exam scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p> <p>Rubric scores evaluated by instructors during semester to guide instructional content and at the end of the semester to guide course/program development.</p>	<p>Rubric exemplars are shared with students upon project introduction.</p> <p>Scored rubrics are returned to students with verbal discussion with faculty.</p> <p>Exit interviews conducted with EDUC 2100 Practicum Students upon course completion.</p> <p>Staff feedback is shared departmentally informally in an ongoing basis.</p> <p>Instructor and mentor teacher conferences every semester..</p>

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