Program Change Study

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Method

During the fall months of 2013 and the spring of 2014, we asked program representatives to share examples of program changes since the time of the last NCATE accreditation. To determine whether or not, or to what degree, programs had employed data in their decision making, we also requested that they (a) identify data that led to the change, and (b) methods that they had selected for tracking improvements based on the programmatic alterations.

Results

Results of the "data use" study are shown below in Table 1. Results are discussed below in the *Discussion* section.

Table 1. Results of the "data use" study.

Program	Change	Based on	Tracking Resulting Improvements
Traffic Safety Education, Driver Education Teacher Preparation	None: Program coordinator argued that the program met all state requirements and could locate not grounds for improvement		
Elementary Education/ Teacher Development	1. Dropped ED 416 Middle School 2. Added ED 460 ELL 3. Dropped ED 413 Classroom Management + added ED 406 Classroom Management	1. Dropped middle school program 2. Programmed to help cover English language learner needs/ student course feedback 3. More need in classroom management area	1. No external data needs 2. Based on student feedback/ course data 3. Based on student feedback/ course evaluation data
Program	**Change**	**Based on**	**Tracking Resulting Improvements**
Health, Physical Education	1. Created new merged standard driven program – Health/Physical Education Teacher Preparation 2. Added PESS 461 3. Added HPE 458	1. Health Education failed to be accredited by the state 2. CT feedback – TC's need more assessment skills 3. 60 cr of field experiences required for state licensure reduced/ Meets state requirements (120 credit limit)	1. Program merger was accepted by MN BOT; commentary included stating it was the strongest submission the BOT had ever seen 2. Cooperating teacher Study 3. based on published state requirements

Program	Change	Based on	Tracking Resulting Improvements
HPER Continued	4. HPE 457 – revised to address EdTPA requirements	4. State cited need to include edTPa in coursework	4. edTPA portfolio results, including change by semester and academic year.
	5. Revise Reflection requirements HPE 458	5. Inclusion of edTPA and first round of results	5. edTPA results by semester & by academic year
	6. Altered course # of HPE 100 to HPE 200	6. Data indicating that students not electing HPE major took courses	6. TBD
Information Media	1. IM 502 Information Media: Theory, Research and Practice -- increase from 2 to 3 credits	1. Recommendation of department advisory board to eliminate two credit courses	1. Change will be assessed through exit interviews with students and results on MTLE content exams
	2. Drop IM 552 Access to Information, 3 credits and drop IM 624 Organization of Information Resources, 3 credits and replace with IM 626 Access to and Organization of Information, 3 credits	2. Recommendation of department advisory board to de-emphasize "traditional" library skills	2. Change will be assessed through exit interviews with students and results on MTLE content exams
	3. IM 620 The Library Media Program – increase from 2 to 3 credits	3. Recommendation of department advisory board to eliminate two credit courses	3. Same as above
	4. Drop IM 622 Media Selection and Evaluation for Children and Young Adults, 2 credits and drop IM 623 Reading, Listening and Viewing Guidance, 2 credits and replace with IM 621 Reading, Listening, Viewing Guidance and Selection of Resources for Children, 3 credits and IM 625 Reading, Listening, Viewing Guidance and Selection of Resources for Young Adults, 3 credits	4. Recommendation of department advisory board to eliminate two credit courses and to place more emphasis on literature, especially young adult literature	4. Same as above
	5. Incorporate preliminary oral and written exams and exit interviews with all library media licensure students, not just those enrolled in Master of Science program	5. Recommendation of department advisory board to better assess students entering program	5. Change will be assessed by reviewing the percentage of students completing the licensure within a three year period.
Early Childhood Special Education	1. Graduate coursework additions to ECSE Plan of Study for licensure: SPED 515: Assistive Technology for Students with Special Needs (3 cr) SPED 518: General Education Literacy Instruction for Special Educators (3 cr) SPED 519: Literacy Instruction	1. Change in State Regulations	1. Program & course-level data

Program	Change	Based on	Tracking Resulting Improvements
	for Special Educators (4 cr)		
Technology Education	1. Drop ETS270 - Electronics Technology	1. Feedback from graduates and advisory board.	1. Continued review be advisory board and graduate surveys.
Mathematics Education	1. Replace Math 273 and 373 with Math 271 and 304	1. This change was implemented to better address the content offered in these two courses. The focus of Math 271 is on discrete math, and 304 on reasoning and proof.	1. Student success rates in Math 271, 304 and subsequent courses
	2. Replace Math 252 with Math 421 as a required course in the program.	2. Supervising teachers and graduates of our program indicated that they would like more preparation for teaching calculus. This change will allow for this. Math 252 will remain as an elective in our program.	2. Student feedback (attained via exit interviews and surveys)
	3. Change Math 221 from 5 credits to 4 credits.	3. This change was made to address the needs of programs in the School of Computing and Engineering so that they could meet the 120 credit cap.	3. Mathematics assessment plan and feedback from COSE departments.
Art Education	1. SPED 425 is no longer offered. It is replaced with SPED 203. SPED 425 is the same as **SPED 203**. It is a number change and now the credits can apply to Goal 5 of the General Education curriculum.	1. Based on 120 credit cap requirement	1. Records and registration will indicate whether more students are graduating in 4 years based on degree maps and graduation numbers.
	2. Art Education majors will continue to take the **Education Block (ED 421, 431, & 441)** The block has been changed from 6 credits to 5 credits. (ED 451 no longer exists. This literacy component has been embedded in Engl 460)	2. Same as above	2. Same as above
	3. Art Survey I and Survey II have a number change from ART 330/331 to **ART 230/231**.	3. These art history survey courses are now liberal education courses that fulfill Goals 5 and 6 and the number change better reflects that they are part of the second year foundation courses.	3. Same as above
	4. **Art 490** has had a title change from "Folk and Ethnic Art" to "Folk, Ethnic, and Indigenous Art."	4. The title has been changed to reflect the Minnesota Academic Standards in the arts and to appeal to a wider audience by serving in the liberal education curriculum fulfilling Goal 6 and 8 and Diversity.	4. Same as above

Program	Change	Based on	Tracking Resulting Improvements
Art Education, Continued	5. Before one can attain a placement for student teaching students <u>must pass the basic skills test of the MTLE (Minnesota Teacher Licensure Exam).</u> It is recommended that students take this test as a freshman to have ample time to pass all 3 parts of the test as soon as possible.	5. Course changes as a result of the Teacher Preparation Initiative (Bush Grant).	5. Data will be collected. Re students level of preparation for the teaching profession (Exit Survey, TTS. Supervisor Survey)
Special Education	1. Require passage of the MTLE Basic Skills tests to be admitted to Major for undergraduate students (2010). 2. Create interdisciplinary Autism Certificate Program (2010) 3. Request for Initial Program Approval (RIPA) for all licensure programs and creation of two new licensure programs: **Undergraduate programs** o Create Academic and Behavioral Strategist (ABS) major/licensure programs. o Drop DD, E/BD, and LD undergraduate major/licensure programs and allow only one licensure option at the undergraduate level. o Increase field experiences from 188 hours to 288 hours. o Reformat student teaching: -candidates remain in 5-week field experience for the first 6 weeks of student teaching and then participate in a second 10-week student teaching experience at a different level. **Graduate licensure programs** o Create ABS licensure program. o Create Autism Spectrum Disorders graduate licensure program. o All graduate students pursuing first license must first obtain ABS licensure aligned precisely with undergraduate ABS program.	1 Creation of new cut scores for the MTLE tests. 2. State data showing 200% increase in ID autism 3. New licensure standards for all special education teacher preparation programs in the state of Minnesota • Two new licenses in the state of Minnesota: ABS and ASD. • New student teaching requirement of 10 weeks in one setting.	1. All undergraduate students who are admitted to student teaching have passed the MTLE Basic Skills tests. 2. Pre-post assessment of Board of Teaching standards in 2 of 3 courses. 3. New program standards; first year of implementation.

Discussion/Summary

1. Program coordinators and chairs identified many changes in programs. The majority of these resulted from changes in state standards or were designed to meet needs voiced by candidates or by representatives of the field.

2. In the sense that voices from the field are systematically collected via mechanisms such as advisory committees, the great majority of changes not mandated directly by the BOT resulted from such efforts.

3. In at least five instances, changes were predicated on student feedback and other systematically-collected data; for example, feedback from cooperating teachers, candidates, and MTLE results were often cited as reasons for programmatic changes.

4. As much as it is to be desired, not much evidence exists, for regular use of the data collected in the unit. We need to continue work on establishing data management protocols that elicit systematic interaction between and among program faculty members around the use of data.