# STUDENT LEARNING ASSESSMENT REPORT

**PROGRAM:** Education: Curriculum and Instruction (M.Ed.)
**SUBMITTED BY:** Jessica Lewis and Lisa Turissini
**DATE: 9/2019**

## Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: *(regardless of whether or not they are being assessed this year)*

| Learning Outcome<br><br>Students will be able to: | Year of Last Assessment | Assessed This Year *(Y=Yes)* | Year of Next Planned Assessment |
|---|---|---|---|
| 1. research and write critically about issues in education | 2018 | X | 2020 |
| 2. analyze data for educational decision making and problem solving | | Y | 2021 |
| 3. apply specialized knowledge and skills in selected concentration area | 2018 | X | 2020 |
| 4. engage in meaningful specialized learning experiences to advance the profession | | Y | 2021 |

**Provide a <u>brief</u> description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the <u>process</u>, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues** *(generally not more than two paragraphs, may use bullet points)***:**

      The Education department continued to discuss and evaluate ongoing improvements to the four concentration areas within this program, as well to the overall functioning of the ED 580 course in providing students with opportunities to have evidence for the Link #2 in their E-Portfolio, especially since this is only the third year of these four concentration areas. One of our professors took over the responsibility of advising for the EDCI program and she also taught ED 580 for the first time. She worked throughout the year to update the managing of the program's candidates, improved upon our Google site management to help students upload their evidence, revisited our Student Learner Outcomes, and worked closely with students on their proposal for the capstone experience.

      Students are assessed in ED 580 through a variety of critical assignments that span throughout their coursework and then on their capstone experience in ED 580. The capstone project allows students to further explore and build upon their educational foundation they received through coursework and connect it to a professional development activity in their concentration area. This is the third year for this revised program and the past year has seen the strengthening of the program. However, the department will continue to meet throughout this current year to monitor, discuss, and evaluate these and future changes in our on-going efforts to ensure that the needs of our students are being successfully met throughout the program.

**Closing the Loop: Progress on Planned Improvements from Prior Year**

**Describe how the program implemented its planned improvements from last year:**

| Outcome | Planned Improvement | Update<br>*(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)* |
|---|---|---|
| **Graduates will research and write critically about issues in education.** | 1. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations will continue to work with the ED 580 professor to provide guidance and support onto which activities, assignments, and experiences will help students fulfill their E-Portfolio evidence expectations for Link #1.<br>2. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations will continue to work with the ED 580 professor to provide guidance and support onto which activities, assignments, and experiences will help students fulfill their E-Portfolio evidence expectations for Link #2. | 1. This planned improvement was not completed because the new ED 580 capstone professor worked individually with each student to help them identify which Critical Assignment would fulfill each EDCI Standard.<br>2. This planned improvement was completed for the spring 2019 semester. For example, one of the SPED concentration students translated an education book on Special Education into Arabic and another collected data during the Education department's trip to Panama. |
| **Graduates will apply specialized knowledge and skills in their selected concentration area.** | 1. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations will continue to work with the ED 580 professor to provide guidance and support onto which activities, assignments, and experiences will help students fulfill their E-Portfolio evidence expectations for Link #1.<br>2. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations will continue to work with the ED 580 professor to provide guidance and support onto which activities, assignments, and experiences will help students fulfill their E-Portfolio evidence expectations for Link #2. | These two planned improvements follow the same explanation as above:<br>1. This planned improvement worked itself out efficiently and effectively between the ED 580 professor and capstone students.<br>2. Completed: The ED 580 students engaged with Education faculty throughout the year in a variety of diverse professional experiences to develop their capstone projects. |

**Provide a response to last year's University Assessment Committee review of the program's learning assessment report:**
Comment:
✓ **Report Accepted as Submitted**

**Please revisit your analysis as you assess this year and make sure that you are using assessment results that granular enough to provide you with actionable information.**

Response: It was suggested that: "Rather than looking at overall mean scores, perhaps look at achievement by concentration -- are students performing on each trait on rubrics equally?" We will include a break-down by concentration.

**Learning Outcome 1: Students will analyze data for educational decision making and problem solving.**

| Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.* | Performance Standard *Define the acceptable level of student performance.* | Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?* | Result *Did you meet your target? What was the result?* |
|---|---|---|---|
| **E-Portfolio Standard #2: Data-Based Decision Making** a) Analyze the context of problems or issues in an educational setting and make recommendations. b) Evaluate data and determine appropriate steps for improvement. c) Present multiple solutions or alternative ways of viewing problems or issues. This is a direct measure. | Student work was assessed on a four-column rubric: *4: Evidence Exceeds Expectations* 3: *Evidence Meets Expectations* 2. *Evidence Approaches Expectations* 1. *Evidence Does Not Meet Expectations* Level 3 "Evidence Meets Expectations" is the acceptable level of student performance. However, students need to receive an overall grade of 2.75 to pass their E-Portfolio; therefore, students can receive lower than a 3.0 on a standard. | Collection: ED 580 capstone runs only once a year, every spring. The ED 580 professor explains the capstone project standards and how it will be uploaded onto a Google site. For each standard, students upload a Link #1 (course work evidence from previous courses in their program) and Link #2 (Project Based Evidence from ED 580) into their personalized Google site. The ED580 professor entered scores into a Google Doc at the end of the spring 2019 semester for data analysis and was shared with the department in the fall 2019. | **Average Scores for Portfolio Standard #2: Data-Based Decision-Making**<br><br>| CONCENTRATION | MEAN SCORE |<br>|---|---|<br>| TOTAL N = 18 | 3.94 |<br>| ESL N = 4 | 3.75 |<br>| SPED N = 6 | 4.0 |<br>| STEM N = 4 | 4.0 |<br>| TEACHING AND LEARNING N = 4 | 4.0 |<br><br>*Result:* All students in all concentrations had a mean score above the target of 3.0. The final score is a reflection of the student and professor working closely throughout the semester to rework, refine, and/or revise their work to be uploaded into their individualized Google Site; therefore, student mean scores reflect this level of collaboration and revision. |
| **2018-19 Graduating Student Survey - Evaluation of Development Alumni survey** This is an indirect measure. | Survey conducted by Academic Affairs aggregates statements into the percentage students responded "Good or Excellent" for each provided statement on their evaluation of the program. We have chosen five survey statements. | Collection Attached are the results from the EDCI from the 2018-2019 Graduating Student Survey (GSS) which was sent to students who graduated in December 2018 and May 2019, as well as students who will graduate in August 2019. | **Evaluation of Preparation**<br><br>| Survey Statement N = 6 | **Percent Good or Excellent** |<br>|---|---|<br>| Develop a coherent written argument. | 100 |<br>| Develop a coherent oral presentation. | 100 |<br>| Apply knowledge and skills to new situations | 100 |<br>| Solve problems in your field using your knowledge and skills | 100 |<br>| Find appropriate sources of information. | 100 |<br><br>Result: We selected five statements that we felt most aligned with the program's outcomes and we are quite pleased with the 100% response rate on feeling that their evaluation of |

| Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.* | Performance Standard *Define the acceptable level of student performance.* | Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?* | Result *Did you meet your target? What was the result?* |
|---|---|---|---|
| | | | preparation was "*good or excellent*" on all five statements. |

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*
We feel strongly that this program is improving with each year (this is our third year of having these established four concentration areas) and that the projects being created are solid evidence of what is reflected in the Student Leaner Outcomes. While the numeric scores reflect that the students' evidence meets or exceeds expectations, the depth and breadth of the projects have been impressive and provided a great deal of choice for the students to engage themselves into what interests them. Many students chose to work with faculty to develop their projects. A strength of the program is that students must also upload Critical Assignments or other assignments to demonstrate how they meet the EDCI standard for their concentration. This allows students to synthesize different aspects of their program into their final capstone E-Portfolio.

**Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>**
This outcome requires students to analyze "data" for decision-making. Since their capstone project can vary greatly, the ED 580 professor will continue to explain and work closely with the students in demonstrating that "data" could be qualitative and/or quantitative data, depending of the nature of their project.

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**Learning Outcome 2: Students will engage in meaningful specialized learning experiences to advance the profession.**

| Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.* | Performance Standard *Define the acceptable level of student performance.* | Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?* | Result *Did you meet your target? What was the result?* |
|---|---|---|---|
| **E-Portfolio Standard #4: Professionalism** a) Working in partnership with families, colleagues and community to promote and support education. b) Incorporating learning from professional growth | Student work was assessed on a four-column rubric: *4: Evidence Exceeds Expectations* 3: *Evidence Meets Expectations* 2. *Evidence Approaches Expectations* 1. *Evidence Does Not Meet Expectations* Level 3 "Evidence Meets Expectations" is the acceptable level of student performance. However, | Collection: ED 580 capstone runs only once a year, every spring. The ED 580 professor explains the capstone project standards and how it will be uploaded onto a Google site. For each standard, students upload a Link #1 (course work evidence from previous courses in their program) and Link #2 (Project Based Evidence from ED 580) into their personalized Google | **Average Scores for Portfolio Standard #4: Professionalism** <table><tr><td>CONCENTRATION</td><td>MEAN SCORE</td></tr><tr><td>TOTAL N = 18</td><td>3.72</td></tr><tr><td>ESL N = 4</td><td>3.75</td></tr><tr><td>SPED N = 6</td><td>3.67</td></tr><tr><td>STEM N = 4</td><td>4.0</td></tr><tr><td>TEACHING AND LEARNING N = 4</td><td>3.50</td></tr></table> ***Result:*** All students in all concentrations had a mean score above the target of 3.0. The final score is a reflection of student and professor working throughout the semester |

| Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.* | Performance Standard *Define the acceptable level of student performance.* | Data Collection *Discuss the process for collecting this data: who conducted the assessment, when, and how?* | Result *Did you meet your target? What was the result?* |
|---|---|---|---|
| opportunities into professional practice.<br><br>This is a direct measure. | students need to receive an overall grade of 2.75 to pass their E-Portfolio; therefore, students can receive lower than a 3.0 on a standard. | site. The ED580 professor entered scores into a Google Doc at the end of the spring 2019 semester for data analysis and is shared with the department in the fall 2019. | to rework, refine, and/or revise their work to be uploaded into their individualized Google Site; therefore, student mean scores reflect this level of collaboration and revision. |
| **2018-19 Graduating Student Survey - Evaluation of Development Alumni survey**<br><br>This is an indirect measure. | Survey conducted by Academic Affairs aggregates statements into the percentage students responded "Agree or Strongly Agree" for each provided statement on their evaluation of the program.<br><br>We have chosen four survey statements. | Collection<br>Attached are the results from the EDCI from the 2018-2019 Graduating Student Survey (GSS) which was sent to students who graduated in December 2018 and May 2019, as well as students who will graduate in August 2019. | *See table and result below* |

### Evaluation of Development

| Survey Statement<br>N = 6 | Percent Agree or Strongly Agree |
|---|---|
| I believe I have the knowledge and skills necessary to be effective at making positive changes in my community. | 100 |
| I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences. | 100 |
| I feel a sense of commitment to serve others throughout my lifetime. | 100 |
| I'm aware of how I might apply what I've learned at Marymount to serve my community. | 100 |

Result: We selected four statements that we felt most aligned with the this particular SLO and we are quite pleased with the 100% response rate on feeling that their evaluation of preparation was "*agree or strongly agree*" on all four statements.

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*
This Student Learning Outcome asks students to decide how their project can have impact outside of their ED 580 classroom and how best to document that impact. It is a challenging yet exciting expectation for them when crafting their proposal. While the

numeric scores reflect that the students' evidence meets or exceeds expectations, the depth and breadth of the projects have been impressive and provided a great deal of choice for the students to engage themselves into what interests them. Many students chose to work with faculty to develop their projects. A strength of this outcome is that it ties into their Service Learning project that is completed in ED 500, their first education course, in the program. Both of these pieces of evidence allows students to synthesize different aspects of their program into their final capstone E-Portfolio and also have an impact outside of the classroom, which ties into our department, school, and university's mission.

**Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>**
This outcome requires students to engage in meaningful specialized learning experiences to advance the profession and students will be encouraged to reach out to faculty for their capstone project since so many of our faculty are engaged themselves with projects that span into the community and beyond. Faculty will also be encouraged to reach to the ED 580 students to involve them in their research and outreach endeavors.


**Appendices** *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*

| | **M.Ed. Portfolio Criteria** | *E-Portfolio Evidence*<br>Capstone Experience |
|---|---|---|
| Standard 1 | **Research-Based Knowledge**<br>a) Teaching and Learning:  demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.<br>b) ESL: demonstrate an understanding of the social, cultural and linguistic needs of students with limited proficiency in English.<br>c) Special Education:  demonstrate an understanding of characteristics and needs of exceptional learners and the ability to meet those needs through adaptations and accommodations.<br>d) STEM: Demonstrate an understanding of STE(A)M content and its historical development including scientific concepts and application. | *Some potential capstone projects are listed below:*<br><br>• A presentation at a conference (including the Marymount Student Research Conference)<br>• For current teachers, an action-research project (this is a research project to answer a question in your classroom, where you will be able to collect data and compare results)<br>• A funding/grant proposal to be sent out to support future work in your area of concentration<br>• Building a website to support future STEM projects at Marymount<br>• Collaborating with a local teacher to start a program related to your area of concentration<br>• Developing a program proposal for ways to support international graduate students' language development at Marymount<br>• An "internship" with a community partner<br>• Working with our Center for Teaching & Learning (CTL), |
| Standard 2 | **Data-Based Decision Making**<br>a) Analyze the context of problems or issues in an educational setting and make recommendations.<br>b) Evaluate data and determine appropriate steps for improvement.<br>c) Present multiple solutions or alternative ways of viewing problems or issues. | |
| Standard 3 | **Demonstration and Application of Knowledge**<br>a) Teaching and Learning:  Examples of different teaching strategies and instructional planning, delivery, assessment, motivation, and learning achievement.<br>b) ESL: Examples of EL student learning, different teaching strategies, instructional planning, delivery, assessment, and differences in TESOL levels.<br>c) Special Education: Examples of different teaching strategies, identification, assessments, and curriculum modifications.<br>d) STEM:  Develop instructional materials/activities that enable the application of knowledge, technology, and process skills to inquiry, decision-making and problem-based learning investigations. | |

| Standard 4 | **Professionalism**<br>a) Working in partnership with families, colleagues and community to promote and support education.<br>b) Incorporating learning from professional growth opportunities into professional practice. | Tutoring Center, and Writing Center on development of tutoring and language support, especially for ELL students.<br><br>• Development with a non-profit |
| --- | --- | --- |