

Table 4.1 Outcomes Assessment Implementation Summary—Counseling and Education

Complete a separate table for each degree and certificate program (will be updated through 2009-10 for Accred.)

	Academic Year		
	2006-07	2007-08	2008-09
Assessment information collected	<p>1. Entry: Applicant Review Forms Number of students admitted with qualifying portfolio: Education: 29 Counseling: 9</p> <p>2. Ongoing: GPA above 3.0 Number of Active students with acceptable GPA: Education: 61 (summer), 102 (fall), 89 (spring) Counseling: 23 (summer), 49 (fall), 49 (spring)</p> <p>3. Exit: Graduate Research Number of completed Graduate Research Projects of Theses collected Education: 22 Counseling: 8</p> <p>4. Exit: Graduate Student Completer Surveys Number of surveys mailed: 75 Number of surveys returned: 29</p> <p>5. Exit: Graduate Student (in Reading) Completer Survey Number of surveys mailed: 67 Number of surveys returned: 16</p>	<p>Entry: Applicant Review Forms Number of students admitted with qualifying portfolio: Education: 50 Counseling: 21</p> <p>2. Ongoing: GPA above 3.0 Number of Active students with acceptable GPA: Education: 74 (summer), 106 (fall), 99 (spring) Counseling: 19 (summer), 55 (fall), 52 (spring)</p> <p>3. Exit: Graduate Research Number of completed Graduate Research Projects of Theses collected Education: 15 Counseling: 12</p> <p>4. Exit: Graduate Student Completer Surveys Number of surveys mailed: 60 Number of surveys returned: 23</p>	<p>Entry: Applicant Review Forms Number of students admitted with qualifying portfolio: Education: 19 Counseling: 27</p> <p>2. Ongoing: GPA above 3.0 Number of Active students with acceptable GPA: Education: 116 (Additional 21 students in licensure program as part of M. Ed., counted in licensure program for 2008-09) Counseling: 57 IPHD: 10</p> <p>3. Exit: Graduate Research Number of completed Graduate Research Projects of Theses collected Education: 12 Counseling: 13 Interdisciplinary PhD: 4</p>

<p>Conclusions drawn from the information collected above</p>	<ul style="list-style-type: none"> • Number of graduates is about equal to the number of incoming students. • Graduation rates could be higher. Many students on Leave of Absence or have become inactive in programs. • Completer survey shows a need for better advising through the research project/thesis procedure. 	<ul style="list-style-type: none"> • Graduation rates could be higher. Many students on Leave of Absence or have become inactive in programs. • NCATE Assessment Plan is needed to evaluate students using NCATE standards. 	<ul style="list-style-type: none"> • Graduation rates are still low in comparison to admission rates. • Students in the Elementary and Secondary Master of Education programs often do not finish the Master's degree once they achieve licensure. Alternative graduation requirements are being considered for this group (i.e. comprehensive exam instead of research project/thesis requirement)
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<p>Curricular changes resulting from conclusions drawn above</p>	<ul style="list-style-type: none"> • All M. Ed. Programs: M. Ed. handbook finalized by SOE graduate faculty with detailed information about writing the project proposal and the project report—this in response to comments on the survey about students needing more guidance during their research. • Curriculum and Instruction: <ul style="list-style-type: none"> • New Master of Education in Curriculum and Instruction program began with small numbers, more students applied for 2007-08. • Counseling: Community counseling strand of the Master of Education in Counseling program began with small numbers, more students applied for 2007-08. • Reading: Course rotation was changed, student handbook updated, admission procedure streamlined, class restrictions lifted to encourage more enrollment in reading classes, program advertised extensively with the creation of a new flyer distributed by mail and email to every elementary, middle and high school in Alaska. • New full-time tenure-track faculty members have been hired in the counseling, elementary, secondary and reading Master of Education programs. • SOE database is being revised to make data collection and reporting easier and more accurate. 	<ul style="list-style-type: none"> • Over the course of this academic year, and continuing in to future years, we will be collecting all the data required by NCATE. • M. Ed. in Curriculum and Instruction, Language and Literacy, Cross Cultural Education and Reading use 4 transition points: entry (admissions), coursework evaluation, research proposal, research project/thesis and project/thesis defense. In addition, the M. Ed. in Reading follows the International Reading Association (IRA) standards to evaluate students. Rubrics specific to IRA standard are used to evaluate assignments in each required class. • Students in the Master of Education in Secondary Education and Elementary Education are assessed during the teacher licensure portion of their degree by program faculty in the Elementary and Secondary program. Separate assessment information is gathered and submitted for these students according to the 5th year post-BA licensure program plan. These students are ALSO evaluated using the 4 transition points in the M. Ed. • The M. Ed. in Counseling uses 5 transition points to evaluate students. • Program completer survey is sent every other summer. 	<p>NCATE Assessment plan was implemented in full this year.</p> <p>Data has been collected and assimilated. New Outcomes Assessment Plan will be submitted for the 2009-2010 academic year. Preliminary data is attached.</p> <p>Plan is still under revision based on recommendations from NCATE Board of Examiners (Fall 2009)</p>
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