

Master of Education: Education Program School of Education Curriculum and Instruction, Language and Literacy, Cross Cultural Education, Reading, Elementary Education, Secondary Education, Online Innovation and Design					
Table 4.1 Outcomes Assessment Implementation Summary					
Complete a separate table for each degree and certificate program					
	Academic Year				
	2011-12				
Assessment information collected Entry Level: student application materials (letters of reference, resume/experience, statement of academic goals) are scored using the NCATE scale 0 = unacceptable, 1 = acceptable, 2= target Detailed report on Fall 2011-- Summer 2012 graduates included. WA = Withdrawn after admission. Applicants who withdrew before admission are not included in these totals. Elementary and Secondary applicants are dually admitted to the GLI (graduate licensure) and Master of Education program. Each applicant is evaluated twice and counted in both program's student count.	Entry Level Students admitted to the M. Ed. program by concentration: Fall 2011, Spring 2012, Summer 2012				
	• Curriculum and Instruction	6			
	• Language and Literacy	1 1 Deny			
	• Cross Cultural Education	4			
	• Online Innovation and Design (Undeclared until summer 2012)	5			
	• Reading	0			
	• Elementary	4 1WA			
	• Secondary	18 7 WA			

Submitted by: Maureen Hogan, School of Education Graduate Program Department Head

Ongoing assessment: Represents the number of admitted students making satisfactory progress by program. Additionally students are assessed on critical assignments in the core research classes (ED 601 and ED 603) using the NCATE scale: 0 = unacceptable, 1 = acceptable, 2= target Detailed report on Fall 2011-- Summer 2012 graduates included.	Ongoing Assessment Admitted and enrolled students in Fall 2011, Spring 2012, Summer 2012					
	• Curriculum and Instruction	22				
	• Language and Literacy	7				
	• Cross Cultural Education	7				
	• ONID	7				
	• Reading	3				
	• Elementary	25				
	• Secondary	48				
Exit assessment: Represents the number of graduates by program. Additionally graduates are assessed on their research proposal, literature review, project/thesis and defense. Students in the Secondary program may be assessed on the comprehensive exam in lieu of research activities starting Spring 2011. NCATE scale 0 = unacceptable, 1 = acceptable, 2= target Detailed report on Fall 2011-- Summer 2012 graduates included.	Exit Assessment Graduated students in Fall 2011, Spring 2012, Summer 2012					
	• Curriculum and Instruction	6				
	• Language and Literacy	2				
	• Cross Cultural Education	2				
	• ONID	0				
	• Reading (Suspended)	0				
	• Elementary (Post-bacc)	3				
	• Secondary (Post-bacc)	27				

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<p>Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions</p>	<p>Curriculum and Instruction: (Meeting 10-11-13 with Maureen Hogan, Anne Armstrong and Don Peterson): The Curriculum Instruction strand is our most popular strand not leading to licensure. All required courses have critical assignments and rubrics, per NCATE/CAEP accreditation. Students are in the acceptable and target ranges on their critical assignments. They complete a project or thesis for their exit assessment. Students cannot defend projects and theses unless they are in the target range.</p> <p>Language & Literacy. (Maureen Hogan) We had two Language & Literacy graduates. All required courses have critical assignments and rubrics, per NCATE/CAEP accreditation. Students were all in the acceptable or target range. Projects and/or theses were in the target range.</p> <p>Cross-cultural Education (Maureen Hogan): This program had two graduates, both in the acceptable or target range for coursework. Projects and theses must be in the target range. In AY 11-12 designed a new required course, ED 682 Rethinking Multicultural Education, to update this strand, which</p>		
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	<p>is mostly electives from ED and CCS. Also competes with students for M.A. in Cross-cultural Studies (CLA). This program needs a faculty member. We lost one faculty member to that program. Another one resigned. One is retiring. CCS electives need to be updated.</p>		
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	<p>ONID (Maureen Hogan, Roy Roehl, Don Peterson, Jane Monahan, Owen Guthrie met 10-11-13)</p> <p>Program approved in Spring 2012. No graduates yet. Critical assignments for each course follow ISTE standards. About half of students are not officially ONID, but are taking electives in other M.Ed. programs. Faculty are happy with current student progress but need to focus on recruitment. Students work asynchronously toward a portfolio and then either project or comprehensive exams.</p> <p>Reading: Program suspended</p> <p>Elementary M.Ed: Three graduates after post-bacc and licensure program. Many students start full-time classroom work as teachers once they have finished the licensure program, and come back later for the M Ed.</p> <p>Secondary M.Ed. 27 graduates, mostly with new PASS/FAIL comprehensive exams.</p>		
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<p>Curricular changes resulting from conclusions drawn above</p>	<p>Curriculum and Instruction: C&I faculty offered a new Special Topics elective called "Assessment and Evaluation of Student Learning. " Will be made available through asynchronous e-learning SU 14. ED 659 Multimodal Tools now available as blended course, so the entire program is now available by distance delivery. Faculty are using google hangouts, videoconferencing and e-live. More coverage of new AK standards, Common Core, media trends in educational current events, and place-based , community-based and culturally-based education. We are exploring possible electives or combined classes from ONID.</p> <p>Only one faculty member is tenured or tenure-track (and thus can chair committees), so we are making good use of our resources. We are doing a job search for another C&I tenure-track person for AY 13-14. That person should also do Multicultural or Cross-cultural Education, and should be able to update or develop new courses.</p> <p>Language & Literacy: ED 620 Language, Literacy and Learning is now a required course for this strand to</p>		
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	<p>make sure students have contact with one tenured faculty member in ED who can chair committees. Faculty come from ED, LING and Cross-cultural Studies. We nixed the proposed ELL endorsement last year because no faculty had K-12 ELL experience. We lost one faculty member to Cross-cultural Studies so we need a Language and Literacy faculty member (at least ½ time) in SOE. We lost our reading specialist two years ago and she was never replaced. We could strengthen/update this program with more faculty so that we can focus on new literacies, critical literacy, media literacy and multimodal literacies.</p>		
	<p>Cross-cultural Studies: New required course ED 682, Rethinking Multicultural Education, will need an instructor. Will need at least one new ½ time faculty member from either ED or CCS.</p> <p>ONID: Syllabi have to be continually updated to keep up with new technology trends. Comprehensive exams and rubrics will have to be developed. Seems to have two types of students emerging: Instructional Designers (post-secondary) and K-12 classroom teachers and librarians. This may result</p>		

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	<p>in two curricular strands in the future. Faculty are considering making some electives required to bring more structure, grounding and cohesiveness to the program. Asynchronous courses may be inaccessible to all learners since trouble-shooting is done remotely. ONID faculty may consider a face-to-face/blended offering in the future.</p> <p>Elementary M.Ed. No current changes.</p> <p>Secondary M.Ed. Needs to work on improving and updating comprehensive exams and bank of exam questions.</p>		
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Curriculum and Instruction Graduates Fall 2011, Spring 2012, Summer 2012						Graduates = 6
	Target	Acceptable	Unacceptable	Not Collected	Not Applicable	
Entry Level						
GPA	0%	100%	0%	0%	0%	
Resume	67%	33%	0%	0%	0%	
Letters	67%	33%	0%	0%	0%	
Statement	67%	33%	0%	0%	0%	
Ongoing Assessment						
ED 601	33%	17%	0%	50%	0%	
ED 603	33%	17%	0%	50%	0%	
X-Cult	0%	0%	0%	100%	0%	
ED 612	33%	17%	0%	50%	0%	
ED 630	0%	0%	0%	100%	0%	
ED 659	0%	0%	0%	100%	0%	
ED 686	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Exit Level						
Proposal	50%	50%	0%	0%	0%	
Lit review	33%	67%	0%	0%	0%	
Project	67%	33%	0%	0%	0%	
Defense	67%	33%	0%	0%	0%	

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Language and Literacy Graduates Fall 2011, Spring 2012, Summer 2012						Graduates = 2
	Target	Acceptable	Unacceptable	Not Collected	Not Applicable	
Entry Level						
GPA	100%	0%	0%	0%	0%	
Resume	100%	0%	0%	0%	0%	
Letters	100%	0%	0%	0%	0%	
Statement	50%	50%	0%	0%	0%	
Ongoing Assessment						
ED 601	50%	0%	0%	50%	0%	
ED 603	0%	50%	0%	50%	0%	
X-Cult	0%	0%	0%	100%	0%	
ED 669	0%	0%	0%	100%	0%	
LING 602	0%	0%	0%	100%	0%	
LING 610	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Exit Level						
Proposal	50%	50%	0%	0%	0%	
Lit review	0%	100%	0%	0%	0%	
Project	50%	50%	0%	0%	0%	
Defense	100%	0%	0%	0%	0%	

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Cross Cultural Graduates Fall 2011, Spring 2012, Summer 2012						Graduates = 2
	Target	Acceptable	Unacceptable	Not Collected	Not Applicable	
Entry Level						
GPA	0%	100%	0%	0%	0%	
Resume	100%	0%	0%	0%	0%	
Letters	50%	50%	0%	0%	0%	
Statement	100%	0%	0%	0%	0%	
Ongoing Assessment						
ED 601	0%	50%	0%	50%	0%	
ED 603	0%	0%	0%	50%	50%	
X-Cult	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Exit Level						
Proposal	100%	0%	0%	0%	0%	
Lit review	50%	50%	0%	0%	0%	
Project	100%	0%	0%	0%	0%	
Defense	100%	0%	0%	0%	0%	

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Elementary Education Graduates Fall 2011, Spring 2012, Summer 2012						Graduates = 3
	Target	Acceptable	Unacceptable	Not Collected	Not Applicable	
Entry Level						
GPA	0%	0%	0%	100%	0%	
Resume	0%	0%	0%	100%	0%	
Letters	0%	0%	0%	100%	0%	
Statement	0%	0%	0%	100%	0%	
Ongoing Assessment						
ED 601	67%	0%	0%	33%	0%	
ED 603	100%	0%	0%	0%	0%	
ED 624 (x)	Evaluated by Elementary Education Faculty. Reported in Elementary Student Learning Outcomes Assessment.					
ED 625						
ED 626						
ED 678/688						
Elective	0%	0%	0%	100%	0%	
Elective	0%	0%	0%	100%	0%	
Exit Level						
Proposal	100%	0%	0%	0%	0%	
Lit review	100%	0%	0%	0%	0%	
Project	100%	0%	0%	0%	0%	
Defense	100%	0%	0%	0%	0%	

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Secondary Education Graduates Fall 2011, Spring 2012, Summer 2012						Graduates = 27
PROJECT/THESIS OPTION						
	Target	Acceptable	Unacceptable	Not Collected	Not Applicable	
Entry Level						
GPA	26%	0%	0%	74%	0%	
Resume	8%	22%	0%	70%	0%	
Letters	15%	15%	0%	70%	0%	
Statement	11%	19%	0%	70%	0%	
Ongoing Assessment						
ED 601	44%	37%	19%	0%	0%	
ED 603	30%	7%	56%	7%	0%	
EDSC 657	Evaluated by Secondary Education Faculty. Reported in Secondary Student Learning Outcomes Assessment.					
EDSE 614/622						
EDSC 658 (x)						
EDSC 642						
EDSC 631-637						
Elective	0%	0%	0%	100%		
Elective	0%	0%	0%	100%		
Elective	0%	0%	0%	100%		
Exit Level						7
Proposal	100%	0%	0%	0%	0%	
Lit review	86%	14%	0%	0%	0%	
Project	100%	0%	0%	0%	0%	
Defense	100%	0%	0%	0%	0%	
Exit Level						
Comp. Exam	70%	30%	0%	0%	0%	20

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Some notes relevant to all programs –

Many of our M.Ed. candidates are part-time students, and work full-time as teachers, counselors and other school and community professionals. This lowers the completion rate. Others stop working on the M.Ed. once they get their post-baccalaureate licensure.

Of the 40 M. Ed. in Education graduates, 20 finished with a project or thesis; 20 finished with a comprehensive exam. Students in Secondary M.Ed. and ONID M.Ed. have the option of a comprehensive exam OR project/thesis for the exit assessment.

2011-12 is the second academic year in which the secondary comprehensive exam option existed. Number of graduates from the M. Ed. in Secondary Education has increased due to the addition of this option.

Entry-level data “not collected” includes only elementary and secondary M. Ed. admits who were admitted prior to the use of the M. Ed. transition #1 form. Students admitted in Fall 2012 and later are evaluated using this form.

Ongoing Assessment data “not collected” includes only students who took ED 601 or ED 603 prior to the collection of rubric scores for these classes. Scores for these classes have been consistently recorded since Spring 2009.

Assessment data in required classes by content was not recorded during the 2011-12 academic year. Key assignments were being identified and rubrics were being developed for each class. Future reports will include this information. NOTE: Per our NCATE/CAEP accreditation, each required course must have a key assignment that we track for assessment. We keep detailed Excel spreadsheets (in separate attachment) of each graduating student and how they have fared on these assignments.

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