

Master of Education: Education Program

School of Education

Curriculum and Instruction, Language and Literacy, Cross Cultural Education,
Reading, Elementary Education, Secondary Education

Table 4.1 Outcomes Assessment Implementation Summary

Complete a separate table for each degree and certificate program

| | Academic Year | | | | | |
|---|---|-----------|---|-----------|---|----|
| | 2008-09 | | 2009-10 | | 2010-11 | |
| 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 2008-- Summer 2011 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 WA = Withdrawn after admission.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 2008, Spring 2009, Summer 2009 | | Entry Level Students admitted to the M. Ed. program by concentration: Fall 2009, Spring 2010, Summer 2010 | | Entry Level Students admitted to the M. Ed. program by concentration: Fall 2010, Spring 2011, Summer 2011 | |
| | • Curriculum and Instruction | 8 1 WA | • Curriculum and Instruction | 7 1 WA | • Curriculum and Instruction | 7 |
| | • Language and Literacy | 2 1 WA | • Language and Literacy | 2 | • Language and Literacy (1 denied admission) | 2 |
| | • Cross Cultural Education | 2 2 WA | • Cross Cultural Education (1 denied admission) | 3 1 WA | • Cross Cultural Education | 0 |
| | • Reading | 6 3 WA | • Reading | 0 | • Reading (Admission suspended Fall 2010) | 0 |
| | • Elementary | 8 | • Elementary | 6 | • Elementary | 10 |
| | • Secondary | 10 | • Secondary | 29 | • Secondary | 10 |

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| <p>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</p> <p>Detailed report on Fall 2008-- Summer 2011 graduates included.</p> | <p>Ongoing Assessment Admitted and enrolled students in Fall 2008, Spring 2009, Summer 2009</p> | | <p>Ongoing Assessment Admitted and enrolled students in Fall 2009, Spring 2010, Summer 2010</p> | | <p>Ongoing Assessment Admitted and enrolled students in Fall 2010, Spring 2011, Summer 2011</p> | |
| | • Curriculum and Instruction | 17 | • Curriculum and Instruction | 15 | • Curriculum and Instruction | 15 |
| | • Language and Literacy | 6 | • Language and Literacy | 8 | • Language and Literacy | 6 |
| | • Cross Cultural Education | 2 | • Cross Cultural Education | 5 | • Cross Cultural Education | 1 |
| | • Reading | 18 | • Reading | 11 | • Reading | 7 |
| | • Elementary | 38 | • Elementary | 31 | • Elementary | 19 |
| | • Secondary | 87 | • Secondary | 66 | • Secondary | 61 |
| <p>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.</p> <p>NCATE scale 0 = unacceptable, 1 = acceptable, 2= target</p> <p>Detailed report on Fall 2008-- Summer 2011 graduates included.</p> <p>Completer surveys are done every other summer.</p> <p>Employer surveys are done every other summer.</p> | <p>Exit Assessment Graduated students in Fall 2008, Spring 2009, Summer 2009</p> | | <p>Exit Assessment Graduated students in Fall 2009, Spring 2010, Summer 2010</p> | | <p>Exit Assessment Graduated students in Fall 2010, Spring 2011, Summer 2011</p> | |
| | • Curriculum and Instruction | 2 | • Curriculum and Instruction | 1 | • Curriculum and Instruction | 2 |
| | • Language and Literacy | 1 | • Language and Literacy | 3 | • Language and Literacy | 1 |
| | • Cross Cultural Education | 1 | • Cross Cultural Education | 1 | • Cross Cultural Education | 0 |
| | • Reading (Endorsement only)* | 6 1* | • Reading | 2 | • Reading | 1 |
| | • Elementary | 1 | • Elementary | 1 | • Elementary | 2 |
| | • Secondary | 5 | • Secondary | 8 | • Secondary | 19 |

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| <p>Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions</p> | <p>Many of our M.Ed. candidates are part-time students, and often full-time teachers and other school and community professionals. This lowers the completion rate and increases average number of years to completion. Others stop working toward the M.Ed. once they get their post-bacc licensure. In this way, many of our students are "non-traditional."</p> <p>Many of our students take leaves of absence in order to focus full time on their teaching, or family responsibilities. Others leave because of military deployment and transience. However, we are still attracting students at the Entry Level.</p> | <p>Many of our M.Ed. candidates are part-time students, and often full-time teachers and other school and community professionals. This lowers the completion rate and increases the average number of years to completion. Others stop working toward the M.Ed. once they get their post-bacc licensure. In this way, many of our students are "non-traditional."</p> <p>Many of our students take leaves of absence in order to focus full time on their teaching or family responsibilities. Others leave because of military deployment and transience. However, we are still attracting students at the Entry Level.</p> <p>The M.Ed. in Reading with the state endorsement was no longer attracting numbers because school districts in the state were no longer hiring reading specialists.</p> <p>State-wide and nation-wide policy decisions and financial incentives for more STEM programs, as well as the demand for more distance-delivered courses, including synchronous, asynchronous and hybrid. More need for video conferencing capabilities.</p> | <p>New full-time, tenure-track faculty member for C&I and Multicultural Education hired.</p> <p>Many of our M.Ed. candidates are part-time students, and often full-time teachers and other school and community professionals. This lowers the completion rate and increases the average number of years to completion. Others stop working toward the M.Ed, once they get their post-bacc licensure. In this way, many of our students are "non-traditional."</p> <p>Many of our students take leaves of absence in order to focus full time on their teaching or family responsibilities. Others leave because of military deployment and transience. However, we are still attracting students at the Entry Level, except for lower number in Cross-cultural Education and Language and Literacy.</p> <p>Programs are continually updating the NCATE Assessment system based on curricular and instructor changes.</p> <p>Programs need more consistent on-going data collection. Entry and exit data collection are continually improving annually.</p> <p>Graduate Programs Handbook was updated and edited, especially to make sure students know the difference between a project and a thesis.</p> |
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| <p>Curricular changes resulting from conclusions drawn above</p> | | <p>On-line Innovation and Design Degree (ONID) M.Ed. degree in development.</p> | <p>Master of Education in Reading and the Reading Endorsement programs suspended admission in Fall 2010. Reading program was removed from the catalog in Fall 2011.</p> <p>In Spring 2011, the Secondary M.Ed. started offering comprehensive exams as an exit assessment. The number of completers more than doubled from the prior year with this option.</p> <p>We believe the M.Ed strand in Cross-cultural Education numbers are low because it is competing with the M.A. In Cross-Cultural Studies through CLA, which focuses on mostly Alaska Native culture. Our M.Ed. is also almost all electives, perhaps too unstructured for most students. To improve and distinguish this strand, we have added a new required 600-level course called Rethinking Multicultural Education, taught by a new faculty member. Our program will broaden out to scholarship on all racial and ethnic groups, including new immigrants to Alaska and the US. We hope to add more required and cross-listed courses to this strand in the future, as well as to continue cross-listing with CCS.</p> <p>For two years we have discussed centering our Language and Literacy strand on K-12 ELL issues, possible leading to a state endorsement. However, we have discovered that in order to do this we need 1. to hire a full-time, tenure track, K-12 ELL specialist and 2. more full-time, endorsement-required ELL jobs in Alaska's schools. We have little control over the second point.</p> <p>Another tack is to make this program stronger by restructuring on literacy writ large, a broader curriculum. This would include developing a new course on ELL issues (already under construction), making ED 620, Language Literacy and Learning, a survey course, required, and developing new courses in critical literacy and media literacy so that it will be a well—rounded rather than narrowly focused degree. Unfortunately, as of Summer 2012, we are down to only 1 ½ literacy faculty (who also have responsibilities in C & I), and no reading specialist.</p> |
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Total number of graduates Fall 2008, Spring 2009, Summer 2009**16 Plus one program completer in reading**

| | Target | Acceptable | Unacceptable | Not Collected |
|-------------------------------|---------------|-------------------|---------------------|--------------------------|
| Entry Level | | | | |
| GPA | 0% | 0% | 0% | 100% |
| Resume | 0% | 0% | 0% | 100% |
| Letters | 0% | 0% | 0% | 100% |
| Statement | 0% | 0% | 0% | 100% |
| Ongoing Assessment | | | | |
| ED 601 | 0% | 0% | 0% | 100% |
| ED 603 | 0% | 0% | 0% | 100% |
| Exit Level | | | | |
| Proposal | 50% | 50% | 0% | 0% |
| Lit review | 62% | 38% | 0% | 0% |
| Project | 81% | 19% | 0% | 0% |
| Defense | 81% | 19% | 0% | 0% |
| Comp Exam | 81% | 19% | 0% | 0% |

Notes: The low percentages can be explained by the fact that the numbers reported are for GRADUATES of that year, not ALL candidates. In the education program, students tend to complete in more than two years. That means they were likely admitted prior to the Transition One (Entry Level) form being used or when it was first implemented for our NCATE accreditation. The other explanation is that we don't have Transition One information for any Elementary or Secondary graduates; they do a separate Transition One (Entry Level) form for those programs. Students admitted prior to Fall 2012 will have no entry (Transition One) data... hence the request for those forms to be collected from here on out. In future years, Elementary and Secondary candidates will have entry-level forms for both their post-bacc programs AND their M.Ed. programs. Not all candidates continue with the M.Ed. post-licensure, however.

| Total number of graduates Fall 2009, Spring 2010, Summer 2010 | | | | 16 |
|---|--------|------------|--------------|---------------|
| | Target | Acceptable | Unacceptable | Not Collected |
| Entry Level | | | | |
| GPA | 0% | 19% | 0% | 81% |
| Resume | 0% | 19% | 0% | 81% |
| Letters | 6% | 13% | 0% | 81% |
| Statement | | | | |
| Ongoing Assessment | | | | |
| ED 601 | 19% | 19% | 6% | 56% |
| ED 603 | 12% | 19% | 0% | 69% |
| Exit Level | | | | |
| Proposal | 31% | 56% | 0% | 13% |
| Lit review | 37% | 50% | 0% | 13% |
| Project | 50% | 37% | 0% | 13% |
| Defense | 50% | 37% | 0% | 13% |

Notes: The low percentages can be explained by the fact that the numbers reported are for GRADUATES of that year, not ALL candidates. In the education program, students tend to complete in more than two years. That means they were likely admitted prior to the Transition One (Entry Level) form being used or when it was first implemented for our NCATE accreditation. The other explanation is that we don't have Transition One information for any Elementary or Secondary graduates; they do a separate Transition One (Entry Level) form for those programs. Students admitted prior to Fall 2012 will have no entry (Transition One) data... hence the request for those forms to be collected from here on out. In future years, Elementary and Secondary candidates will have entry-level forms for both their post-bacc programs AND their M.Ed. programs. Not all candidates continue with the M.Ed. post-licensure, however.

Total number of graduates Fall 2010, Spring 2011, Summer 2011 **25**

| | Target | Acceptable | Unacceptable | Not Collected | Not Applicable |
|---------------------------|---------------|-------------------|---------------------|----------------------|-----------------------|
| Entry Level | | | | | |
| GPA | 0% | 12% | 0% | 88% | 0% |
| Resume | 8% | 4% | 0% | 88% | 0% |
| Letters | 12% | 0% | 0% | 88% | 0% |
| Statement | 12% | 0% | 0% | 88% | 0% |
| Ongoing Assessment | | | | | |
| ED 601 | 44% | 4% | 4% | 48% | 0% |
| ED 603 | 44% | 8% | 0% | 32% | 16% |
| Exit Level | | | | | |
| Proposal | 71% | 29% | 0% | 0% | 0% |
| Lit review | 50% | 50% | 0% | 0% | 0% |
| Project | 79% | 21% | 0% | 0% | 0% |
| Defense | 71% | 29% | 0% | 0% | 0% |
| Comp Exam | 27% | 73% | 0% | 0% | 0% |

Notes: The low percentages can be explained by the fact that the numbers reported are for GRADUATES of that year, not ALL candidates. In the education program, students tend to complete in more than two years. That means they were likely admitted prior to the Transition One (Entry Level) form being used or when it was first implemented for our NCATE accreditation. The other explanation is that we don't have Transition One information for any Elementary or Secondary graduates; they do a separate Transition One (Entry Level) form for those programs. Students admitted prior to Fall 2012 will have no entry (Transition One) data... hence the request for those forms to be collected from here on out. In future years, Elementary and Secondary candidates will have entry-level forms for both their post-bacc programs AND their M.Ed. programs. Not all candidates continue with the M.Ed. post-licensure, however.