Student Learning Outcomes Assessment Summary

Graduate Education, Master of Education
School of Education

2015-16, 2016-17, 2017-18 Academic Year Data

Submitted by: Susan Renes
Contact Information: slrenes@alaska.edu
Date: 5.17.2018

1. Assessment information collected

A. Student Learning Outcomes Assessment Data

Assessment data collection is based on the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) standards and SOE graduate department identified standards.
Students in the Master of Education program are assessed using the following measures:

1. Composite rubric scores on key assignments in required classes
2. Composite rubric scores on comprehensive exams
3. Composite rubric scores on the activities involved in the research project or thesis: proposal, literature review, project/thesis document, defense, professional characteristics.

The data tables included in this report show the percentage of graduates, by program, performing at the "Meets Expectations" or "Exceeds Expectations" level for each key assignment or culminating activity for AY 2015-16, AY 2016-17 and AY 2017-18. Only data for required classes is reported. Scores reported as "not collected" mean the student transferred a comparable course from another university. Students receiving unacceptable scores in any area were required to resubmit the assignment until it met or exceeded the standard. Therefore, all scores reported fall into these two categories. Due to the small number of graduates from most of the degree concentrations, three-year combined data is reported.

B. Graduate numbers by program

This report contains the number of graduates by program in AY 2015-16, AY 2016-17 and AY 2017-18 in the following Master of Education Programs

1. Cross Cultural Education
2. Curriculum and Instruction
3. Elementary Education
4. Language and Literacy
5. Online Innovation and Design
6. Secondary Education

C. Employment numbers by program

The UAF School of Education tracks program graduates to see where they are employed. Employment statistics for AY 2015-16, AY 2016-17 and AY 2017-18 are reported using the following categories:

- Employed in Fairbanks School/Program
- Employed in another Alaska School/Program
- Employed in an out-of-state School/Program
- Not employed by choice
- Unknown

Note: School of Education Graduate Program SLOA reports in the past did not include current academic year data. In previous reports, these SOE programs combined data from the *fall, spring, summer* semesters. Past reports lacked current year data as the reports were due in May before the final summer semester had occurred. In this report, we are changing the included semesters to be *summer, fall, spring*. Current academic year data can now be included.

For this report :
- AY 2015 -16 includes Fall 2015 and Spring 2016, as summer 2015 data was reported in the 2016 SLOA.
- AY 2016 – 17 includes Summer 2016, Fall 2016, Spring 2017
- AY 2017 – 18 includes Summer 2017, Fall 2017, Spring 2018

DATA

Student Learning Outcomes Assessment

M. Ed. in Cross Cultural Education
Number of graduates (AY 2015-16, AY 2016-17, AY 2017-18) = 11

Required Courses			
	Exceeds Expectations	**Meets Expectations**	**Not collected - transfer course**
ED 601	55%	36%	9%
ED 603	36%	46%	18%
ED 682	64%	0%	36%
Culminating Project/Thesis			
Proposal	45%	55%	NA
Literature Review	45%	55%	NA
Project/Thesis	82%	18%	NA
Defense	91%	9%	NA
PCFF	91%	9%	NA

M. Ed. in Curriculum and Instruction

Number of graduates (AY 2015-16, AY 2016-17, AY 2017-18) = 2

Required Courses			
	Exceeds Expectations	Meets Expectations	Not collected - transfer course
ED 601	100%	0%	NA
ED 603	0%	100%	NA
ED 612	50%	50%	NA
ED 630	50%	50%	NA
ED 659	100%	0%	NA
ED 686	0%	100%	NA
Culminating Project/Thesis			
Proposal	0%	100%	NA
Literature Review	50%	50%	NA
Project/Thesis	50%	50%	NA
Defense	50%	50%	NA
PCFF	0%	100%	NA

M. Ed. in Elementary Education

Number of graduates (AY 2015-16, AY 2016-17, AY 2017-18) = 6

Required Courses			
	Exceeds Expectations	Meets Expectations	Not collected - transfer course
ED 601	67%	33%	NA
ED 603	50%	17%	33%
Note: Content courses are evaluated in the Elementary Licensure Program			
Culminating Project/Thesis			
Proposal	83%	17%	NA
Literature Review	83%	17%	NA
Project/Thesis	100%	0%	NA
Defense	100%	0%	NA
PCFF	100%	0%	NA

M. Ed. in Language and Literacy

Number of graduates (AY 2015-16, AY 2016-17, AY 2017-18) = 2

Required Courses			
	Exceeds Expectations	Meets Expectations	Not collected - transfer course
ED 601	50%	50%	NA
ED 603	0%	100%	NA
ED 620	50%	50%	NA
LING 602	Rubric scores not collected. Courses are taught by linguistics faculty.		NA
LING 610			NA
Culminating Project/Thesis			
Proposal	0%	100%	NA
Literature Review	50%	50%	NA
Project/Thesis	0%	100%	NA
Defense	50%	50%	NA
PCFF	50%	50%	NA

M. Ed. in Secondary Education
Number of graduates (AY 2015-16, AY 2016-17, AY 2017-18) = 54
        Graduates with Project/Thesis = 0
        Graduates with Comprehensive Exam = 54

Required Courses			
	Exceeds Expectations	Meets Expectations	Not collected - transfer course
ED 601	56%	44%	NA
Note: Content courses are evaluated in the Secondary Licensure Program			
Culminating Comprehensive Exam			
Comprehensive Exam	54%	46%	NA

M. Ed. in Online Innovation and Design
Number of graduates (AY 2015-16, AY 2016-17, AY 2017-18) = 11
        Graduates with Project/Thesis = 3
        Graduates with Comprehensive Exam = 8

Required Courses			
	Exceeds Expectations	Meets Expectations	Not collected - transfer course
ED 601	55%	45%	NA
ED 603	82%	0%	18%
ED 432	73%	9%	18%
ED 432/659	91%	9%	NA
ED 650	73%	0%	27%
ED 654	55%	45%	NA
Culminating Project/Thesis (3 students)			
Proposal	33%	67%	NA
Literature Review	33%	67%	NA
Project/Thesis	67%	33%	NA
Defense	100%	0%	NA
PCFF	0%	100%	NA
Culminating Comprehensive Exam (8 students)			
Comprehensive Exam	50%	50%	NA

Number of Graduates by Program and Employment Data

Graduates from all M. Ed. Programs by Semester 2015-2018

Program	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Total
Cross Cultural Education	0	0	0	1	1	2	7	0	**11**
Curriculum and Instruction	0	1	0	0	1	0	0	0	**2**
Elementary Education	0	0	2	1	2	0	1	0	**6**
Language and Literacy	0	0	0	0	1	1	0	0	**2**
Online Innovation and Design	1	0	1	1	3	0	0	5	**11**

Secondary Education	4	12	3	1	13	3	8	10	**54**

Employment of Graduates from All M. Ed. Programs Fall 2015 – Spring 2018

Program	Employed in Fairbanks school/program	Employed in another Alaska school/program	Employed in an out-of-state school program	Not employed by choice	Unknown
Cross Cultural Education	1	8	1	0	1
Curriculum and Instruction	0	2	0	0	0
Elementary Education	3	0	3	0	0
Language and Literacy	0	1	1	0	0
Online Innovation and Design	4	3	4	0	0
Secondary Education	17	22	4	3	8
Total	**25**	**36**	**13**	**3**	**9**

2. Conclusions drawn from the information summarized above

Assessment data on key assignments – Graduates from the M.Ed. programs perform at the "meets expectations" or "exceeds expectations" level on all key assignments. Students who do not score at this level resubmit the assignment until an acceptable score is reached. In most required courses the percentage of students receiving the rating of "exceeds expectations" on the key assignments is slightly higher than those receiving the rating of "meets expectations."

Assessment data on project/thesis activities – Students more often score at the "meets expectations" level for the research proposal. This formative assessment comes with the assumption students will, with more experience and knowledge, achieve at the "exceeds expectations" levels on the full literature review, project or thesis document, and project or thesis defense. A review of the data supports this assumption. Faculty members are encouraged by the consistently high quality of the projects and theses produced by SOE graduate students. In the past three academic years, full-time tenure-track faculty have taught the research courses and the required content courses for the M. Ed. degree programs. The expertise of these instructors as well as the coordination of course content among the instructors may have influenced project quality.

Assessment data on the comprehensive exam – Students in the Online Innovation and Design program and the Secondary Education program have the choice to complete a project or thesis or take a department prepared comprehensive exam. A large

number of students in the ONID program select the comprehensive exam option because it allows more room in the degree plan for content classes that are useful in future employment. All students in the Secondary Education program, during the last three academic years, selected to take a comprehensive exam. The reasons for this include: the exam is the quickest route to completing the degree; a master's degree equals a higher rate of pay in school districts; early career teachers are not yet familiar with the types of questions they might research in a project or thesis due to lack of experience in the classroom. The option to take the comprehensive exam for Secondary students has boosted the graduation number significantly for that program. The rubric scores for both degree concentrations show a slightly higher number of graduates score at the "exceeds expectation" level.

Professional characteristics - Each student's graduate committee evaluates the student's professional characteristics. Committees are looking for examples where the student exhibits respect, collaboration, intellectual curiosity, and a recognition that all individuals can learn regardless of their age, race, ethnicity, gender, class, sexual orientation, religious beliefs, abilities or exceptionalities. These characteristics are observed in class participation, class writings and assignments, the written project or thesis, and the project or thesis defense. Students score about equally at the "meets expectations" and "exceeds expectations" levels. (Elementary and Secondary graduates are evaluated on professional characteristics during their internship year. Those scores are not reported here).

Graduated student numbers – The Curriculum and Instruction and the Language and Literacy programs graduated a small number of students (2 each) in the past three academic years. Enrollment in these programs has traditionally been small sparking the revisions discussed in the conclusions section of this report.

The Cross Cultural Studies and the Online Innovation and Design programs graduated 11 each. This is typical for the ONID program but higher for the Cross Cultural Education program. The number of graduates from the Cross Cultural Education program was increased during this time period due to the provision of student support to a group of teachers in the Bering Strait School District through the SILKAT grant (http://uaf.edu/soe/research/placeHolder_MACF_beringStrait/index.xml).

The Elementary program traditionally has a low number of graduates due to the low number of students earning elementary certification at the graduate level. Most elementary students are undergraduate. The Secondary Education program traditionally has the largest number of graduates as students enter the program as post-baccalaureate students after they have completed a degree in a content area. The number of post-baccalaureate students in the secondary program may decrease in future semesters as the undergraduate secondary education program gains in popularity.

Employment statistics – Graduates from School of Education programs are regularly hired in schools and programs in Fairbanks, throughout the state, and in other states and countries. Of the total 86 graduates in all programs, 74 are employed, 3 have selected not to work by choice, 9 are unknown. The employment statistics indicate that the SOE graduate program is meeting the mission* of the School of Education by preparing new teachers and enhancing the knowledge and skills of existing teachers in Alaska Schools. The large number of students employed in school districts, many of them rural, outside of Fairbanks, can be attributed in part to student participation in a rural teaching practicum. Some of the Secondary graduates were supported during the rural practicum by grant funding through the Preparing GeoSTEM Teachers for the Arctic Region grant. (https://sites.google.com/a/alaska.edu/teachgeostem/)

*UAF SOE Mission: The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's diverse communities.

Graduate employment by number and percentage:

- Employed in Fairbanks School/Program   29% (25 graduates)
- Employed in another Alaska School/Program   42% (36 graduates)
- Employed in an out-of-state School/Program 15% (13 graduates)
- Not employed by choice   3% (3 graduates)
- Unknown   10% (9 graduates)

Employment - All M. Ed. Graduates

- Employed in Fairbanks School/Program
- Employed in other Alaska School/Program
- Employed in Out-of-State School/Program
- Not Employed by choice
- Unknown
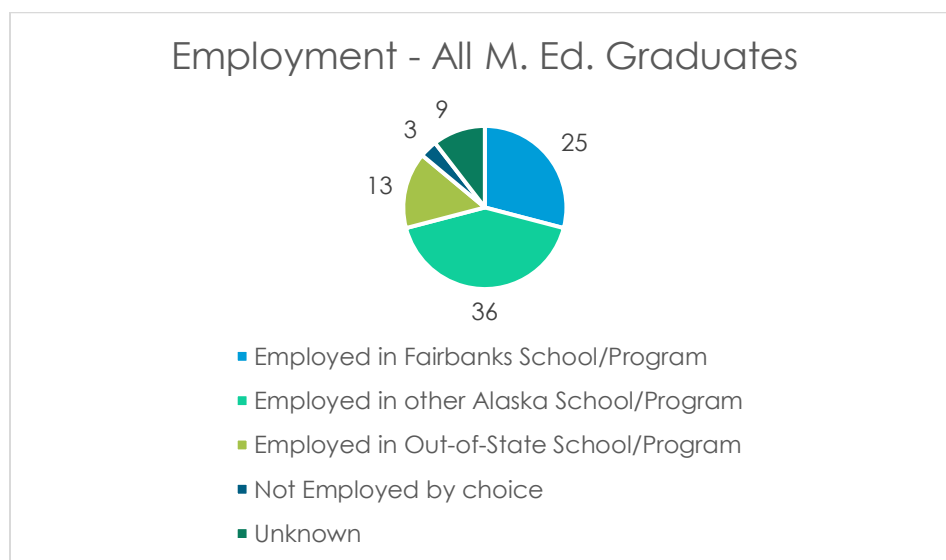
3. Curricular changes resulting from conclusions drawn above

Elimination of the Curriculum and Instruction program. Due to the low enrollment in the C and I program, it was removed from the 2017-18 catalog.

Revision of the Cross Cultural Studies program. The faculty who teach in the graduate department made revisions to the Cross Cultural Studies program. The newly titled, M.Ed. in People, Place, and Pedagogy was added to the 2017-18 catalog. The focus of the degree has been expanded to include critical inquiry in and pedagogy of the role of place, language, and culture in education. New course requirements were established and recruitment efforts are in place to increase program numbers.

Revision of the Language and Literacy program. The M. Ed. in Language and Literacy will be replaced with the M. Ed. in Second Language Acquisition, Bilingual Education, and Literacy program in the 2018-19 catalog. The new program will be jointly delivered with the Linguistics department and will provide graduates with an ELL endorsement to add to their teaching certificates. A pilot program for the new concentration, paid for by a grant from the Department of Education, began in 2016. Nineteen Alaska-based teachers are participating and most will graduate in summer or fall 2018. (https://sites.google.com/a/alaska.edu/leb/home. Course requirements and exit requirement were changed. The program's assessment system is aligned with TESOL standards.

Updates to the Online Innovation and Design program. Several courses in the ONID program were refreshed by course designers and adjunct instructors in the UAF eLearning department. Course description changes and changes to course requirements are planned for the 2019-2020 catalog. New rubrics for key assignments will be developed.

Rubric revisions. Rubrics used in the core classes of ED 601 and ED 603 and in the People, Place, and Pedagogy concentrations were revised to include alignment with the Alaska Cultural Standards for Educators and CAEP standards for advanced programs.

It is advantageous to seek grant funding to support students. As seen with the three active student support grants in the school of education (SILKAT, LEB, GeoSTEM), grants that provide tuition and other support for students increases enrollment. Each of these grants works to place qualified teachers in rural schools or enhance the skills of teachers already there, which is essential to the School of Education mission.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting Maureen Hogan, Carie Green, Sean Topkok, Susan Renes