

Assessment: Program Four Column



Program (SOLES-GR) - MEd Education (Online)

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<i>Outcome</i>	<i>Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Student Learning Outcome 1 - Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standards 4 and 5). Outcome Status: Active Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 01/01/2015 Outcome Type: Student Learning Outcome</p>	<p>Capstone Assignment/Project - Candidates in EDUC 565 are assessed using a rubric on their final project requiring them to plan and implement a lesson or series of lessons in their K12 classroom that focus on digital writing. Benchmark/Criterion: 85% of the candidates in EDUC 565 will earn a rubric equivalency score of at least a B on their final project.</p>	<p>Reporting Period: 2019 - 2020 Criterion Met: Yes 93% of students in my course EDUC 565 received a grade of B or better on their final project. (02/11/2020) Reflective Statement: I am pleased that so many did so well on the final project. Many went above and beyond what was required. I do believe that the final project needs to have a rubric that will reflect the alternate assignment for this module.</p>	
	<p>Presentation/Performance - Candidates in EDUC 528 are assessed using a rubric on their Applied Project Multimedia Presentation. Benchmark/Criterion: 85% of the candidates in EDUC 528 will earn a rubric equivalency score of at least a B on their Applied Project Multimedia Presentation. Related Documents: EDUC 528-Rubric for Applied Project Presentation & Discussion.pdf</p>	<p>Reporting Period: 2019 - 2020 Criterion Met: Yes 93% of the students received an 85% or above on their capstone projects. (06/17/2020) Reflective Statement: This was a unique situation for this</p>	<p>Action: Through early interventions, I believe 100% of the students can receive an 85% or above on their capstone</p>

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	<p>rubric equivalency score of at least a B on their capstone project.</p>	<p>one student because of health issues and lack of access to technology at one point. I have made it a point to reach out to the students early on as soon as I find that they are falling behind, so I can encourage them to complete their work with additional scaffolds and accommodations.</p> <hr/> <p>Reporting Period: 2019 - 2020 Criterion Met: Yes 100% (02/11/2020) Reflective Statement: EDUC 550 will be refreshed in 2020 to reflect a more consistent progress between the research methods course, the first part of the capstone (modules 1-4 and partII (Modules 5-7). Candidates will work on completing a formal presentation and writing for a professional educator journal in their content area for part II.</p> <hr/> <p>Reporting Period: 2019 - 2020 Criterion Met: Yes All, but 1 student received a B or above on their capstone projects. (02/11/2020) Reflective Statement: As this course is based on an iterative process, feedback throughout the process significantly supports students in being successful on their final capstone projects. This student did not submit assignments on time and therefore was unable to complete the capstone project successfully. We did have multiple meetings with this student to inquire as to her reason and provided various extensions, but in the future, perhaps the impact of the lack of submissions should also be shared with the student so they know the importance of our feedback on their growth and development as researchers.</p>	<p>projects. (06/17/2020)</p>
<p>Student Learning Outcome 2 - Candidates apply theories of learning, instruction, and motivation relating to the cognitive, linguistic, social, emotional, physical, and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an</p>	<p>Report directly on Outcome</p> <hr/> <p>Capstone Assignment/Project - Candidates in EDUC 521 are assessed</p>	<p>Reporting Period: 2019 - 2020 Criterion Met: Yes 100% of students in EDUC 521 have earned a score of at least a B on their research paper. (06/24/2020) Reflective Statement: Video (ScreenCast) Tutorials, Safe Assign, Examples of Student Work. Office hours via Zoom for increased engagement.</p> <hr/> <p>Reporting Period: 2019 - 2020 Criterion Met: Yes</p>	<p>Action: Include a rubric for reflection. (06/24/2020)</p>

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<p>inclusive learning environment. (InTASC Standards 1 & 2). Outcome Status: Active Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 01/01/2015 Outcome Type: Student Learning Outcome</p>	<p>using a rubric on their final project requiring them to write a research paper reflecting on K-12 students' learning needs based on theories covered in the course. Benchmark/Criterion: 85% of the candidates in EDUC 521 will earn a rubric equivalency score of at least a B on their research paper.</p>	<p>Students were asked to create a lesson plan and teach it implementing some of the teaching strategies they learned about neuroscience. 90% of the students demonstrated an understanding of various strategies and effective implementation in the classroom. The one student that did not show competency did not complete the assignment. (06/24/2020) Reflective Statement: More emphasis was placed on the actually lesson plan than the reflection of completing this assignment. I think that students would benefit if there had more emphasis on reflection. Having said that, reflection was included in the assignment and students demonstrated an understanding of material and their own areas of proficiency and growth.</p>	
		<p>Reporting Period: 2019 - 2020 Criterion Met: Yes All students in the section of EDUC 521 I taught in Fall of 2019 earned As on their final project. (02/27/2020) Reflective Statement: In working with the students 1-on-1 to define the focus of their 521 final projects, the students were extremely motivated to do their best work, in service to the impacts they could have with the students they were teaching at the time, using the most important elements of what they had learned about neuroteaching, learning and cognition. I was very pleased to see their final papers, and received positive feedback from many students about the value they'd received during the 8-weeks.</p>	
	<p>Paper/Written Assignment - Candidates in EDUC 587 are assessed on their final paper which requires</p>	<p>Reporting Period: 2019 - 2020 Criterion Met: Yes At least 85% of students in EDUC 521 did earn at least a B on their final project in course (02/11/2020) Reflective Statement: Based on student and instructor feedback the final project in course will be altered to include a product that students will be able to put into authentic use as educators. This change is aimed at increasing the number of students who will be able to succeed in the course as evidenced by a grade of B or better. Reporting Period: 2019 - 2020 Criterion Met: Yes 85% of the candidates in EDUC 587 earned a rubric</p>	

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	<p>them to synthesize their learning, theories, and concepts explored throughout the course by applying them to a particular student group, co-teaching situation, and classroom lesson.</p> <p>Benchmark/Criterion: 85% of the candidates in EDUC 587 will earn a rubric equivalency score of at least a B on their final paper.</p>	<p>equivalency score of at least a B on their final paper. (06/16/2020)</p> <p>Reflective Statement: Assessment appears to be appropriate</p> <hr/> <p>Reporting Period: 2019 - 2020</p> <p>Criterion Met: Yes</p> <p>100% of students received a B or better on their final paper. (02/24/2020)</p> <p>Reflective Statement: I am pleased to see that 100% of the students received a B or better on the final paper. I did see some areas of the paper that students could provide further elaboration. I plan to implement specific language and content to highlight this when I teach this course again.</p>	
<p>Student Learning Outcome 3 - Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies, and pedagogical approaches. (InTASC Standards 6, 7 & 8). Outcome Status: Active Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 01/01/2015 Outcome Type: Student Learning Outcome</p>	<p>Capstone Assignment/Project - Candidates in EDUC 562 are assessed on their final project requiring them to plan and implement a lesson or series of lessons in their K-12 classroom that focuses on digital reading and its impact on student learning. Benchmark/Criterion: 85% of the candidates in EDUC 562 will earn a rubric equivalency score of at least a B on their final project.</p> <p>Capstone Assignment/Project - Candidates in EDUC 527 are assessed on their final project requiring them to design a Science Technology Engineering and Math (STEAM) Curriculum Package and a corresponding Evaluation Tool for K-12 STEAM student learning. Benchmark/Criterion: 85% of the candidates in EDUC 527 will earn a rubric equivalency score of at least a B on their final project.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Criterion Met: Yes</p> <p>Candidates utilize and generate meaningful research on pedagogical practices, student learning, and technological tools to support all learners using the Universal Design Learning framework. Students read, discussed, and collaborated on current teaching practices and tools that enhance, support, and engage all learners in the classroom. In addition, the candidates learned to network and expand their Professional Learning Network for the purpose of collaboration and professional development with other experts in the field. (02/21/2020)</p> <p>Reflective Statement: 96% of the students received an A- and I am pleased to see the work that they engaged in. Many of the students felt a bit out of the comfort zone</p>	

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		<p>when diving into a new realm of technological tools that they were not familiar with, yet saw the benefit and efficiency of how certain tools support their teaching pedagogy and learning within the classroom. This was evident based upon their reflections of the course as well as their interactions within the discussion boards.</p>	
<p>Student Learning Outcome 4 - Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession. (InTASC Standards 9 & 10). Outcome Status: Active Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 01/01/2015 Outcome Type: Student Learning Outcome</p>	<p>Capstone Assignment/Project - Candidates in EDUC 522 are assessed on phase one of their action research project. Benchmark/Criterion: 85% of the candidates in EDUC 522 will earn a rubric equivalency score of at least a B on phase one of their action research project.</p> <hr/> <p>Paper/Written Assignment - Candidates in EDUC 523 are assessed on their research paper Benchmark/Criterion: 85% of the candidates in EDUC 523 will earn a rubric equivalency score of at least a B on their research paper.</p>	<p>Reporting Period: 2019 - 2020 Criterion Met: No 81.1% (06/17/2020) Reflective Statement: 89.2% of students demonstrated combined scores of B from all assignments in the course but not all students revised drafts of sections of the final project adequate enough to earn at least a B for the combined project. Increasing the proportional value for the final project may motivate students to prioritize the culminating project as the key indicator of proficiency with course content.</p> <hr/> <p>Reporting Period: 2019 - 2020 Criterion Met: Yes 85% of the candidates in EDUC 523 earned a rubric equivalency score of at least a B on their research paper. (06/16/2020) Reflective Statement: Assessment appears to be appropriate</p>	
<p>Student Learning Outcome 5 - Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. (InTASC Standards 2, 3 &10).</p>	<p>Paper/Written Assignment - Candidates in EDUC 520 are assessed on their Teaching Philosophy paper which addresses inclusive learning environments, diverse learners, and students with learning differences. Benchmark/Criterion: 85% of the candidates in EDUC 520 will earn a rubric equivalency score of at least a B on their Teaching Philosophy paper.</p>	<p>Reporting Period: 2019 - 2020 Criterion Met: Yes 100% of candidates met the benchmark. (06/22/2020) Reflective Statement: There were five students in the course. While all students met the benchmark, just two students performed on this assignment in the A-/A range, which means they were critical in their analysis of content and could apply appropriate readings to support their arguments and ideas. Two students who struggled with this assignment also struggled in other ways throughout the course.</p> <hr/> <p>Reporting Period: 2019 - 2020 Criterion Met: No 60% of candidates in EDUC 520 earned a rubric equivalency score of at least a B on Teaching Philosophy Paper</p>	

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<p>Outcome Status: Active Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 01/01/2015 Outcome Type: Student Learning Outcome</p>	<p>Capstone Assignment/Project - Candidates in EDUC 538 are assessed on their final project consisting of UDL Lesson Planning Paper and Presentation. Benchmark/Criterion: 85% of the candidates in EDUC 538 will earn a rubric equivalency score of at least a B on their UDL Lesson Planning Paper and Presentation.</p> <hr/> <p>Capstone Assignment/Project - Candidates in EDUC 533 are assessed using their classroom implementation plan that responds to the diversity of needs within the classroom community. The plan and implementation is part of the applied project for the course. Benchmark/Criterion: 85% of candidates in EDUC 533 will earn a rubric equivalent score of at least a B on the classroom implementation plan, a portion of the applied project.</p>	<p>(02/12/2020) Reflective Statement: There were 4 (26%) students that stopped turning in work throughout the semester. These 4 students did not turn in a Teaching Philosophy Paper. Of the students that turned in a Teaching Philosophy Paper, only 2 failed to earn a rubric equivalency score of at least a B on the Teaching Philosophy Paper .</p>	
<p>Student Learning Outcome 6 - Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families. Outcome Status: Active Outcome Assessment Cycle: 2015 - 2016</p>	<p>Paper/Written Assignment - Candidates in EDUC 520 are assessed on their Teaching Philosophy paper which addresses inclusive learning environments, diverse learners, and students with learning differences.</p>		

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<p>Start Date: 05/01/2016</p> <p>Outcome Type: Student Learning Outcome</p>	<p>Benchmark/Criterion: 85% of the candidates in EDUC 520 will earn a rubric equivalency score of at least a B on their Teaching Philosophy paper.</p> <p>Candidates in EDUC XXX are assessed using ...</p> <p>Benchmark/Criterion: 85% of the candidates in EDUC XXX will earn a rubric equivalency score of at least a B on their ...</p> <hr/> <p>Paper/Written Assignment -</p> <p>Candidates in EDUC 501 are assessed using their Journal Critique, where they reflect on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.</p> <p>Benchmark/Criterion: 85% of candidates in EDUC 501 earn a rubric equivalent score of at least a B on their Journal Critique #1.</p>		
<p>Operational Outcome 1 - The MEd Online program offers high-quality content and expert instruction.</p> <p>Outcome Status: Active</p> <p>Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p>Start Date: 01/08/2015</p> <p>Outcome Type: Operational Outcome</p>	<p>Survey - MEd Online candidates are encouraged to provide valuable feedback to faculty and administrators regarding their online educational experiences. The "Course Evaluation" is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance the MEd Online program. There are six major areas for students to rate their online educational experience: overall student satisfaction; teaching of course material; instructor's relationship with students; course requirements and student</p>	<p>Reporting Period: 2019 - 2020</p> <p>Criterion Met: Yes</p> <p>The mean for Spring 2020 course evaluations of 19 faculty members are 6.15. (06/25/2020)</p> <p>Reflective Statement: The goal has been met with a 6.15 mean (ranging from 6-7)</p>	

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evaluation; online course components; and online communications, discussions and postings. Students are also given an opportunity to answer open ended questions relating to their online educational experience.

Benchmark/Criterion: A seven point Likert scale is used: seven is strongly agree, six is agree, five is slightly agree, four is neutral, three is slightly disagree, two is disagree, and one is strongly disagree. The goal is to have a mean rating in the six to seven range for each evaluated area.

Related Documents:
[MEd Online Aggregate Course Evaluation Report.pdf](#)