

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Professional Studies (M.Ed.)

SUBMITTED BY: Lisa Turissini and Jessica Lewis

DATE: 9-30-17

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

Data is collected each semester from the Academic Advisor of the Professional Studies Program from the ED580 capstone course for the Student Learning Assessment Report. This data is compiled in the Education Database on the "S" drive of the School of Education and Human Services in the Education folder under Assessment. The database is managed by the Clinical Experiences Coordinator for Education and is password controlled. Only the Chair of the Department, Assessment Coordinator, and Clinical Experiences Coordinator has access.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

Professional Studies (M.Ed.)





This master's degree program is designed for those students who are not seeking a Virginia teaching license. Students in this program may be practicing teachers, education professionals who are not working in a classroom setting, or students who intend to teach in international or private schools. Along with completing a core of professional courses intended to develop the knowledge, skills, and dispositions basic to the field of education, students will complete an emphasis area and a capstone project designed to meet the individual needs, interests, and goals of the student. Upon completion of the professional studies program, the students will be able to

- research and write critically about issues in education;
- apply specialized knowledge and skills in emphasis area;
- analyze content, behavior, and data for educational decision making and problem solving; and
- exhibit high ethical standards, respectful attitudes, and a dedication to education.

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
1. research and write critically about issues in education	2016		2018
2. analyze data for educational decision making and problem solving		YES	2019
3. apply specialized knowledge and skills in selected concentration area	2016		2018
4. demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.		YES	2019

Describe how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan:

Marymount University Mission: Marymount University is an independent Catholic university that emphasizes academic excellence at the undergraduate and graduate levels. Committed to the liberal arts tradition, the university combines a foundation in the arts and sciences with career preparation and opportunities for personal and professional development. Marymount is a student-centered learning community that values diversity and focuses on the education of the whole person, promoting the intellectual, spiritual, and moral growth of each individual. Scholarship, leadership, service, and ethics are hallmarks of a Marymount education.					
University Mission Hallmarks	Scholarship		Leadership	Service	Ethics
					
Student Learning Outcomes	research and write critically about issues in education	analyze data for educational decision making and problem solving	demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.	apply specialized knowledge and skills in selected concentration area	demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.

The hallmarks of a Marymount education are *scholarship, leadership, service, and ethics*. The University's mission emphasizes academic excellence, a liberal arts foundation, career preparation, and personal and professional development. The Education department directly supports this mission and Marymount's strategic plan with its own mission and theme: "*Preparing Educational Leaders for Diverse Learning Communities.*" The three strands comprising our model include critical thinker, effective practitioner, and caring professional that synergistically interact with one another. To develop our conceptual framework and learner outcomes, the Education department uses the guidelines set forth by the nationally recognized organization, the Interstate Teacher Assessment and Support Consortium (InTASC) and their model core teaching standards and learning progressions for teachers. Knowledge of the learner and learning, content, instructional practice, and professional responsibility provide the foundation of our course work and field experiences. Our classes are student-centered, personalized, and offer a variety of engaging and creative activities that help train each student in research-based best practices. Throughout the program, students are trained to personally and professionally develop and deepen the knowledge, skills, and dispositions necessary to become an effective educator. Our department's commitment to valuing diversity and a global perspective is demonstrated by placing students in a variety of settings both locally and abroad for their field experiences which helps promote a deeper understanding, appreciation, and sensitivity to the diverse needs of their students, parents, and communities.

Our mission and program outcomes also support the SEHS mission to *enable students to serve as agents of positive change for individuals and in the global community*. Our students are required to participate in service learning opportunities and to engage with the larger community. Our program prepares educators to create learning environments that support individual and collaborative learning, model professional learning and ethical practice, and demonstrate leadership by taking responsibility for student learning. Students who graduate our program become reflective practitioners who assess their professional and ethical responsibilities in bringing about positive change at the individual, school, community, and global level.



We designed our student learning outcomes to measure our students' abilities to be critical thinkers, effective practitioners, and caring professionals. We assess our students through a variety of critical assignments that span throughout their coursework and into their capstone experience in ED 580. The capstone project allows students to further explore and build upon their educational foundation they received through coursework in the areas of scholarship, leadership, service, and ethics. This variety of data allows our department to highlight our strengths and identify areas in need of improvement.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

Based upon the assessment data and examination of the strengths and weaknesses of the overall program effectiveness to meet the needs of our students, the Education department has made significant changes for the coming year and will continue to work this year on our planned improvements. The department met several times throughout the 2016-17 academic year to discuss and evaluate possible changes to make to the program. However, the department will continue to meet throughout this current year to monitor, discuss, and evaluate these and future changes in our on-going efforts to ensure that the needs of our students are being successfully met.

1. The name of our program has undergone a change: it has changed from "Professional Studies" (PRST) to "Masters in Curriculum and Instruction" (EDCI) with one of the following non-licensure concentrations: Teaching and Learning; English as a Second Language (ESL); Special Education; or STE(A)M/Science, Technology, Engineering, Arts, Math. We worked on finalizing which classes would fulfill each concentration and which classes would be the core requirements for all concentrations. Our department received approval of these concentration areas being translated into "Certificate" programs on their transcript. The Chair of the department worked closely with the registrar to ensure that the program could be entered into the system mutually beneficial for both departments and students. The STE(A) concentration is attracting students and we look forward to continue to grow in this area.
2. Based on these new concentration areas, the Learning Outcomes for this program and the syllabus for the ED580 capstone course have been revised with input from the faculty members who facilitate each of the concentration areas. Last year, our department submitted our new Learning Outcomes for the 2017-18 catalog printing.
3. Based upon these changes to the Learning Outcomes and syllabus, the evaluation rubrics used to assess student work in their ED 580 capstone course was revised and adjusted to align with the new course requirements, Learning Outcomes, and E-Portfolio standards.
4. The E-Portfolios were submitted by students in this program in a similar format as to the E-Portfolios uploaded by our Teacher Education Program students. Consequently, this enabled students to put all of the E-Portfolio evidence in one Google site to be viewed and assessed by multiple faculty members.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update (Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)
Graduates will research and write critically about issues in education.	1. As a department, we will be discussing and planning for a number of changes in the overall program, such as: reassessing the Learning Outcomes, reassessing the syllabus for the capstone ED580 course to ensure that it meets the individual needs of students in all of the concentration areas, and reassessing the alignment of the evidence that students upload for each of the Portfolio standards.	1. We did complete our goals in the first planned improvement. During the 2016-17 academic year, we updated our Learning Outcomes for the 2017-18 Graduate Catalog. We felt these revised Learning Outcomes were more measurable. The ED 580 capstone syllabus was updated for the spring 2017 semester to reflect the numerous changes we made to the program. For each concentration, we worked on creating specific

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
	2. The ED580 capstone professor and the professor who teaches ED550 (Research Methods) will work collaboratively to review and assess the rubric for evaluating the students' research papers that are uploaded as Portfolio evidence for this standard. The research paper is done in ED550 but put into the portfolio in ED580. This will help better align expectations with the assessment of this standard. Also, two students had not yet taken ED550 (Research Methods) so it will be important for the department to problem-solve how to better sequence the order of the courses so that all students have taken this course prior to their capstone course so they have viable and meaningful evidence to upload.	assignments and activities for each E-Portfolio Standard, which aligns with our revised Learning Outcomes. The E-Portfolio rubric was updated to better align with the expectations of the standards and to make grading more transparent to the students. 2. The ED 550 (Research Methods) professor shared her research assignment and rubric so that the project in ED 580 could be designed to either supplement their work done in ED 550 or to use the ED 550 "Implications" section of their research to spearhead a new project. This will prohibit students from using their ED 550 research paper for their ED 580 project. We decided that the Critical Assignment evidence for ED 550 would fulfill their Link #1 upload.
Graduates will apply specialized knowledge and skills in emphasis area.	As a department, we will be discussing and planning for a number of changes in the overall program, such as: reassessing the Learning Outcomes, reassessing the syllabus for the capstone ED580 course to ensure that it meets the individual needs of students in all of the concentration areas, and reassessing the alignment of the evidence that students upload for each of the Portfolio standards.	Our department has spent the entire 2016-17 working collaboratively on making this program more rigorous, more aligned with the Learning Outcomes, and would allow for each concentration to demonstrate their learning in the E-Portfolio in a cohesive and comprehensive manner. Each concentration (Teaching and Learning; STEM; Special Education, and ESL) has a dedicated faculty member coordinating with the ED 580 professor so that these students are provided with realistic, meaningful, and authentic learning experiences to upload into their E-Portfolio.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report: Last year was our first Student Learning Outcome Report for this program and we received only one recommendation: "Consider revising Outcome #4" which was: *Graduates will exhibit high ethical standards, respectful attitudes, and a dedication to education.* The comment was that the verb "exhibit" is "too narrow a verb and one difficult to measure in terms of the full scope of responses to ethical situations." In our overhaul of this program this past year, we revised this Learning Outcome to read: "Graduates will demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession." After discussing as a department what evidence our students would upload for this Learning Outcome, we felt strongly that our students in all four concentrations be involved in service learning and professional development and that would be their focus on demonstrating the following indicators for Standard #4: Professionalism for their E-Portfolio, which is aligned with similar indicators in our Teacher Education Program:

Candidates maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth:

- Working in partnership with families, colleagues and community to promote and support education
- Incorporating learning from professional growth opportunities into professional practice
- Respecting the privacy of all members of the learning community and ensuring confidentiality of all sensitive information
- Demonstrating mastery of oral and written English in all communication

Below, you will find charts outlining how we plan to implement these new changes in all four concentration areas and how they will be assessed throughout and at the end of their program with their E-Portfolio project in ED 580.

M.Ed. Curriculum and Instruction (EDCI): Overview of all four concentrations			
	M.Ed. Portfolio Criteria	Suggested Course Assignments	Portfolio Evidence Critical Assignment
Standard 1	Research-Based Knowledge a) Teaching and Learning: demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. b) ESL: demonstrate an understanding of the social, cultural and linguistic needs of students with limited proficiency in English. c) Special Education: demonstrate an understanding of characteristics and needs of exceptional learners and the ability to meet those needs through adaptations and accommodations. d) STEM: Demonstrate an understanding of STE(A)M content and its historical development including scientific concepts and application.	a) ED 557, 538, 558/9 b) ED 526, EN approved course, or ED 553 c) ED 509, 529 d) ED 558/9 or ED 568/9	ED 580 – Research evidence that demonstrates area of concentration knowledge - Use ED 550 Implications section from research study - Review of Literature - Problem/Guiding Question proposal - Teacher Work Sample
Standard 2	Data-Based Decision Making a) Analyze the context of problems or issues in an educational setting and make recommendations. b) Evaluate data and determine appropriate steps for improvement. c) Present multiple solutions or alternative ways of viewing problems or issues.	Case study	ED 580 – Data analysis - Research data - Student achievement/ Community/County/School/ Student data - Teacher Work Sample
Standard 3	Demonstration and Application of Knowledge a) Teaching and Learning: Examples of different teaching strategies and instructional planning, delivery, assessment, motivation, and learning achievement. b) ESL: Examples of EL student learning, different teaching strategies, instructional planning, delivery, assessment, and differences in TESOL levels. c) Special Education: Examples of different teaching strategies, identification, assessments, and curriculum modifications. d) STEM: Develop instructional materials/activities that enable the application of knowledge, technology, and process skills to inquiry, decision-making and problem-based learning investigations.	ED 554, 555/6, 523, 537	ED 580 – Consumables - Lesson, Unit Plans - Curriculum Mapping - Curriculum Guide - Instructional Materials - Handbook - Annotated Bibliography - Teacher Work Sample

M.Ed. Curriculum and Instruction (EDCI): Overview of all four concentrations				
	M.Ed. Portfolio Criteria	Suggested Course Assignments	Portfolio Evidence Critical Assignment	
Standard 4	Professionalism a) Working in partnership with families, colleagues and community to promote and support education. b) Incorporating learning from professional growth opportunities into professional practice. c) Respecting the privacy of all members of the learning community and ensuring confidentiality of all sensitive information. d) Demonstrating mastery of oral and written English in all communication.	SERVICE LEARNING w/ reflective essay: ED 503	ED 580 - Professional development to promote growth in concentration area - Student Research Day - Webinar - Class/School Visitation - Informational Article for teachers/administrators/ community/parents	
M.Ed. Curriculum and Instruction (EDCI): Teaching and Learning Concentration				
	M.Ed. Portfolio Criteria	<u>Student Learner Outcome</u> Candidates will:	Suggested Course Assignments	Portfolio Evidence Critical Assignment
Stand ard 1	Research Based Knowledge <i>Curriculum and Instruction:</i> demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	#1: Research and write critically about issues in curriculum and instruction	ED 550	ED 580 – Research evidence that demonstrates area of concentration knowledge - Use ED 550 Implications section from research study - Review of Literature - Problem/Guiding Question proposal - Inquiry Outline - Annotated Bibliography
Stand ard 2	Data-Based Decision Making a) Analyze the context of problems or issues in an educational setting and make recommendations. b) Evaluate data and determine appropriate steps for improvement. c) Present multiple solutions or alternative ways of viewing problems or issues.	#2: Analyze data for educational decision making and problem-solving	ED 551	ED 580 – Data analysis - Research data - Student achievement/ Community/County/School/ Student data

Standard 3	Demonstration and Application of Knowledge <i>Curriculum and Instruction:</i> Examples of different teaching strategies and instructional planning, delivery, assessment, motivation, and learning achievement.	#3: Demonstrate and apply specialized knowledge and skills in curriculum and instruction	ED 555/6, ED 557 ED 537, ED 568/9,	ED 580 – Consumables - Lesson, Unit Plans - Curriculum Mapping - Curriculum Guide - Instructional Materials - Handbook
Standard 4	Professionalism a) Working in partnership with families, colleagues and community to promote and support education. b) Incorporating learning from professional growth opportunities into professional practice. c) Respecting the privacy of all members of the learning community and ensuring confidentiality of all sensitive information. d) Demonstrating mastery of oral and written English in all communication.	#4: Demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession	SERVICE LEARNING w/ reflective essay: ED 503	ED 580 - Professional development to promote growth in concentration area - Student Research Day - Webinar - Class/School Visitation - Informational Article for teachers/administrators/ community/parents
M.Ed. Curriculum and Instruction (EDCI): ESL Concentration				
	M.Ed. Portfolio Criteria	Student Learner Outcome Candidates will:	Suggested Course Assignments	Portfolio Evidence Critical Assignment
St. 1	Research Based Knowledge <i>ESL:</i> demonstrate an understanding of the social, cultural and linguistic needs of students with limited proficiency in English.	#1: Research and write critically about issues in English as a Second Language	ED 550	ED 580 – Research evidence that demonstrates area of concentration knowledge - Use ED 550 Implications section from research study - Review of Literature - Problem/Guiding Question proposal - Inquiry Outline - Annotated Bibliography
St. 2	Data-Based Decision Making a) Analyze the context of problems or issues in an educational setting and make recommendations. b) Evaluate data and determine appropriate steps for improvement. c) Present multiple solutions or alternative ways of viewing problems or issues.	#2: Analyze data for educational decision making and problem-solving	ED 551	ED 580 – Data analysis - Research data - Student achievement/ Community/County/School/ Student data

St. 3	Demonstration and Application of Knowledge <i>ESL:</i> Examples of EL student learning, different teaching strategies, instructional planning, delivery, assessment, and differences in TESOL levels.	#3: Demonstrate and apply specialized knowledge and skills in English as a Second Language	ED 526, EN approved course, or ED 553	ED 580 – Consumables - Lesson, Unit Plans - Curriculum Mapping - Curriculum Guide - Instructional Materials - Handbook
St. 4	Professionalism a) Working in partnership with families, colleagues and community to promote and support education. b) Incorporating learning from professional growth opportunities into professional practice. c) Respecting the privacy of all members of the learning community and ensuring confidentiality of all sensitive information. d) Demonstrating mastery of oral and written English in all communication.	#4: Demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession	SERVICE LEARNING w/ reflective essay: ED 503	ED 580 - Professional development to promote growth in concentration area - Student Research Day - Webinar - Class/School Visitation - Informational Article for teachers/administrators/ community/parents
M.Ed. Curriculum and Instruction (EDCI): STEM Concentration				
	M.Ed. Portfolio Criteria	Candidates will:	LINK # 1 Suggested CA	LINK # 2 Portfolio Evidence from ED 580
St. # 1	Research Based Knowledge <i>STEM:</i> Demonstrate an understanding of STE(A)M content and its historical development including scientific concepts and application.	#1: Research and write critically about issues in STE(A)M	ED 550	ED 580 – Research evidence that demonstrates area of concentration knowledge - Expand ED 550 Implications section for study - Review of Literature, Online Inquiry, or Annotated Bibliography - Report on STE(A)M standards and criteria as well as ways the certificate and MU project addresses these - Engineering and designing activities applicable to STEAM PK-12. Research and connect to current NGSS standards
St. # 2	Data-Based Decision Making a) Analyze the context of problems or issues in an educational setting and make recommendations. b) Evaluate data or determine appropriate steps for improvement. c) Present multiple solutions or alternative ways of viewing problems or issues.	#2: Analyze data for educational decision making and problem-solving	ED 551	ED 580 – Data analysis - Research data and apply analysis relevant to context - Student achievement/ Community/County/School/ Student data - Decision making, reporting, revising between STE(A)M events. - Decision making shown on spread sheet on the STE(A)M events

St. # 3	Demonstration and Application of Knowledge <i>STEM:</i> Develop instructional materials/activities that enable the application of knowledge, technology, and process skills to inquiry, decision-making and problem-based learning investigations.	#3: Demonstrate and apply specialized knowledge and skills in STE(A)M	ED 558/9 or ED 568/9	ED 580 – Consumables - Create a spreadsheet, pictorial evidence and a trail of emails of how communication was conducted. Time line of the STE(A)M event - Handbook including researched manageable activities, demonstrate communication skills to a pool of volunteers, select affordable materials for community schools to use in activities, market the event(s)
St. # 4	Professionalism a) Working in partnership with families, colleagues and community to promote and support education. b) Incorporating learning from professional growth opportunities into professional practice. c) Respecting the privacy of all members of the learning community and ensuring confidentiality of all sensitive information. d) Demonstrating mastery of oral and written English in all communication.	#4: Demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession	SERVICE LEARNING w/ reflective essay: ED 503	ED 580 - Professional development to promote growth in concentration area - Student Research Day - Webinar - Class/School Visitation - Informational Article for teachers/administrators/ community/parents - Report for planning for following year
M.Ed. Curriculum and Instruction (EDCI): Special Education Concentration				
	M.Ed. Portfolio Criteria	Student Learner Outcome Candidates will:	Suggested Course Assignments	Portfolio Evidence Critical Assignment
Standard 1	Research Based Knowledge <i>Special Education:</i> demonstrate an understanding of characteristics and needs of exceptional learners and the ability to meet those needs through adaptations and accommodations.	#1: Research and write critically about issues in Special Education	ED 509, 529	ED 580 – Research evidence that demonstrates area of concentration knowledge - Use ED 550 Implications section from research study - Review of Literature - Problem/Guiding Question proposal - Inquiry Outline - Annotated Bibliography
Standard 2	Data-Based Decision Making a) Analyze the context of problems or issues in an educational setting and make recommendations. b) Evaluate data and determine appropriate steps for improvement. c) Present multiple solutions or alternative ways of viewing problems or issues.	#2: Analyze data for educational decision making and problem-solving	ED 551 ED 511	ED 580 – Data analysis - Research data - Student achievement/ Community/County/School/ Student data

Standard 3	Demonstration and Application of Knowledge <i>Special Education:</i> Examples of different teaching strategies, identification, assessments, and curriculum modifications.	#3: Demonstrate and apply specialized knowledge and skills in Special Education	ED	ED 580 – Consumables - Lesson, Unit Plans - Curriculum Mapping - Curriculum Guide - Instructional Materials - Handbook
Standard 4	Professionalism a) Working in partnership with families, colleagues and community to promote and support education. b) Incorporating learning from professional growth opportunities into professional practice. c) Respecting the privacy of all members of the learning community and ensuring confidentiality of all sensitive information. d) Demonstrating mastery of oral and written English in all communication.	#4: Demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession	SERVICE LEARNING w/ reflective essay: ED 503	ED 580 - Professional development to promote growth in concentration area - Student Research Day - Webinar - Class/School Visitation - Informational Article for teachers/administrators/community/parents

Outcomes Assessment 2016-2017

Learning Outcome 1: Graduates will analyze data for educational decision making and problem solving.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Portfolio Standard #2: Data-Based Decision Making a) Analyze the context of problems or issues in an educational setting and make recommendations. b) Evaluate data and determine appropriate steps for improvement.	Student work was assessed on a three column rubric: 3: <i>Evidence Meets Expectations</i> 2: <i>Evidence Approaches Expectations</i> 1: <i>Evidence Does Not Meet Expectations</i>	<u>Collection:</u> For the first time for this program, students uploaded their evidence for both Link #1 (course work evidence from previous courses in their program) and Link #2 (Project Based Evidence from ED 580) into a Google site. The Google site template was mirrored off of the Teacher Education Program E-Portfolio that students complete during their Student Teaching. The ED580 (capstone course for this program) professor entered scores into a Google Doc at the end of the spring 2017 semester. The Portfolios were also double graded by	<u>1) Analysis Process:</u> During our May 2017 department meeting, we dedicated time to review the data and to discuss future steps for this program. With the concentration areas within their M.Ed. being new, we also discussed the types of projects the students submitted to examine if their work was aligning with the standard. Based upon this discussion, we crafted our action plan for next year.

Livingston, Virginia

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>																
c) Present multiple solutions or alternative ways of viewing problems or issues. This is a direct measure.	Level 3 “Evidence Meets Expectations” is the acceptable level of student performance. However, students need to receive an overall grade of 2.5 to pass their E-Portfolio; therefore, students can receive lower than a 3.0 on a standard.	another faculty member. Data was then downloaded into an Excel spreadsheet to analyze the data. <u>Population:</u> ED 580 runs only once a year, every spring. The students enrolled in ED 580 in the spring 2017 were the first group to complete this new portfolio. <table><tr><th colspan="2">Average Scores for Portfolio Standard #2: Data-Based Decision-Making</th></tr><tr><td>N = 11</td><td>2.82</td></tr></table> <i>Rubric Scale:</i> 3 - Evidence Meets Expectations 2 – Evidence Approaches Expectations 1 = Evidence Does Not Meet Expectations <table><tr><th colspan="3">Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #2: Data-Based Decision Making</th></tr><tr><th></th><th colspan="2">Rubric Score</th></tr><tr><th></th><th>2.0</th><th>3.0</th></tr><tr><td>N =14</td><td>18 % (2)</td><td>82% (9)</td></tr></table> <i>Rubric Scale:</i> 3 - Evidence Meets Expectations 2 – Evidence Approaches Expectations 1 = Evidence Does Not Meet Expectations	Average Scores for Portfolio Standard #2: Data-Based Decision-Making		N = 11	2.82	Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #2: Data-Based Decision Making				Rubric Score			2.0	3.0	N =14	18 % (2)	82% (9)	 <
Average Scores for Portfolio Standard #2: Data-Based Decision-Making																			
N = 11	2.82																		
Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #2: Data-Based Decision Making																			
	Rubric Score																		
	2.0	3.0																	
N =14	18 % (2)	82% (9)																	

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>												
2016-17 Graduating Student Survey - Evaluation of Development Alumni survey This is an indirect measure	Survey conducted by Academic Affairs aggregates statements into the percentage students responded “Good or Excellent” for each provided statement on their evaluation of the program. We have chosen four survey statements.	<u>Collection/Population:</u> “Attached are the results for your department(s) from the 2016-2017 Graduating Student Survey (GSS), as well as the overall report. This survey was sent to students who graduated in December 2016 and May 2017, as well as students who will graduate in August 2017.” Responses on a 5 point scale: 1(Poor) to 5 (Excellent) <table><thead><tr><th colspan="2">Evaluation of Preparation</th></tr><tr><th>Survey Statement N = 8</th><th>Percent Good or Excellent</th></tr></thead><tbody><tr><td>Use quantitative/ qualitative techniques within your professional field.</td><td>87.5</td></tr><tr><td>Apply knowledge and skills to new situations.</td><td>87.5</td></tr><tr><td>Solve problems in your field using your knowledge and skills</td><td>87.5</td></tr><tr><td>Evaluate the quality of information (e.g. scholarly articles, newspapers)</td><td>100</td></tr></tbody></table>	Evaluation of Preparation		Survey Statement N = 8	Percent Good or Excellent	Use quantitative/ qualitative techniques within your professional field.	87.5	Apply knowledge and skills to new situations.	87.5	Solve problems in your field using your knowledge and skills	87.5	Evaluate the quality of information (e.g. scholarly articles, newspapers)	100	1. <u>Analysis Process:</u> While the data was received after our May 2017 department meeting, the Student Learning Outcome Report, with these findings, are shared with the department during the October 2017 meeting. 2. <u>Findings:</u> The respondents rated the four statements all at 87.5 or higher for evaluating their level of preparation during the program.
Evaluation of Preparation															
Survey Statement N = 8	Percent Good or Excellent														
Use quantitative/ qualitative techniques within your professional field.	87.5														
Apply knowledge and skills to new situations.	87.5														
Solve problems in your field using your knowledge and skills	87.5														
Evaluate the quality of information (e.g. scholarly articles, newspapers)	100														

Interpretation of Results

Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):

Based upon the results, we are overall pleased with the results of their E-Portfolio and the survey results. We look forward to watching any trends in the GSS as we further develop and strengthen this program, as well as additional data from the Self-Assessment.

Program strengths and opportunities for improvement relative to assessment of outcome:

Looking at the data, we are overall pleased with the results we received, considering that this is the first time the program has had this level of structure. The program's design now closely parallels what the Teacher Education Program students do for the E-Portfolio during their capstone experience (student teaching). As a result, we feel this strengthens the overall department's effectiveness in constructing a meaningful and structured capstone experiences for our students. Additionally, this



structure will provide us with a mechanism in order to efficiently collect meaningful data in an organized manner for analysis. We are energized to continue working on adjusting the structure and assignments while still providing students with the opportunity to pursue their professional interests during their capstone experience.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

1. We will be revising our Portfolio rubric to better align with each standard and to provide greater specificity of what the levels of expectation look like for each. To do so, we will be moving from a three column rubric to a four column rubric so that the students can better see the distinctions between the levels of performance.
2. Faculty will continue to work with the ED 580 professor to provide guidance and support onto which activities, assignments, and experiences will help students fulfill their Portfolio evidence expectations.
3. To add an additional piece of qualitative data for the effectiveness of this program, we will be adding the student self-assessment that is directly below. This reflection will hopefully provide insight into how students have conceptualized their learning throughout our program and based upon our Student Learning Outcomes.

ED 580 Self-Assessment: Please reflect on each of the criteria statements and provide a response (75-150 words) that addresses your understanding of how each of these has developed while you have been completing your Masters in Curriculum and Instruction Program at Marymount University.

Marymount University's programs leading to the Master of Education are dedicated to the mission "Preparing Education Leaders for Diverse Learning Communities." The three strands comprising the conceptual framework focus on education students developing as critical thinkers, effective practitioners, and caring professionals.

Critical Thinkers	<i>Reflection is evidence of Portfolio Standards 1 & 2 using the Portfolio Rubric levels 1, 2, 3</i>
research and write critically about issues in education Standard #1	EDCI Candidate Response
analyze data for educational decision making and problem solving Standard #2	EDCI Candidate Response
Effective Practitioners	<i>Reflection is evidence of Portfolio Standard 3 using the Portfolio Rubric levels 1, 2, 3</i>
apply specialized knowledge and skills in selected concentration area Standard #3	EDCI Candidate Response
Caring Professionals	<i>Reflection is evidence of Portfolio Standard 4 using the Portfolio Rubric levels 1, 2, 3</i>

demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.	EDCI Candidate Response
Standard #4	

Learning Outcome 2: Graduates will demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>Portfolio Standard #4: Professionalism Candidates maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth:</p> <ul style="list-style-type: none"> a) Working in partnership with families, colleagues and community to promote and support education b) Incorporating learning from professional growth opportunities into professional practice c) Respecting the privacy of all members of the learning community and ensuring confidentiality of all sensitive information d) Demonstrating mastery of oral and written English in all communication <p>This is a direct measure.</p>	<p>Student work was assessed on a three column rubric:</p> <ul style="list-style-type: none"> 3: Evidence Meets Expectations 2. Evidence Approaches Expectations 1. Evidence Does Not Meet Expectations <p>Level 3 "Evidence Meets Expectations" is the acceptable level of student performance. However, students need to receive an overall grade of 2.75 to pass their E-Portfolio; therefore, students can receive lower than a 3.0 on one standard.</p>	<p><u>Collection:</u> For the first time for this program, students uploaded their evidence for both Link #1 (course work evidence from previous courses in their program) and Link #2 (Project Based Evidence from ED 580) into a Google site. The Google site template was mirrored off of the Teacher Education Program E-Portfolio that students complete during their Student Teaching. The ED580 (capstone course for this program) professor entered scores into a Google Doc at the end of the spring 2017 semester. Data was then downloaded into an Excel spreadsheet to analyze the data.</p> <p><u>Population:</u> ED 580 runs only once a year, every spring. The students enrolled in ED 580 in the spring 2017 were the first group to complete this new portfolio.</p>	<p><u>1) Analysis Process:</u> During our May 2017 department meeting, we dedicated time to review the data and to discuss future steps for this program. With the concentration areas within their M.Ed. being new, we also discussed the types of projects the students submitted to examine if their work was aligning with the standard. Based upon this discussion, we crafted our action plan for next year.</p> <p><u>2) Findings:</u> A. The aggregate mean in Standard #4: Professionalism was at the</p>

Outcome Measures Explain how student learning will be measured and indicate whether it is direct or indirect.	Performance Standard Define and explain acceptable level of student performance.	Data Collection Discuss the data collected and student population	Analysis 1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.																		
		<table><tr><td colspan="3">Average Scores for Portfolio Standard #4: Professionalism</td></tr><tr><td>N = 11</td><td colspan="2">3.00</td></tr></table> <p>Rubric Scale: 3 - Evidence Meets Expectations 2 – Evidence Approaches Expectations 1 = Evidence Does Not Meet Expectations</p> <table><tr><td colspan="3">Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #4: Professionalism</td></tr><tr><td></td><td colspan="2">Rubric Score</td></tr><tr><td></td><td>2.0</td><td>3.0</td></tr><tr><td>N =14</td><td>0 % (0)</td><td>100% (11)</td></tr></table> <p>Rubric Scale: 3 - Evidence Meets Expectations 2 – Evidence Approaches Expectations 1 = Evidence Does Not Meet Expectations</p>	Average Scores for Portfolio Standard #4: Professionalism			N = 11	3.00		Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #4: Professionalism				Rubric Score			2.0	3.0	N =14	0 % (0)	100% (11)	acceptable (3.0) level of performance. B. Individually, all eleven (11) students earned a 3.0 rating, resulting in 100% of the students submitting evidence that met expectations.
Average Scores for Portfolio Standard #4: Professionalism																					
N = 11	3.00																				
Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #4: Professionalism																					
	Rubric Score																				
	2.0	3.0																			
N =14	0 % (0)	100% (11)																			
2016-17 Graduating Student Survey (indirect)	Survey conducted by Academic Affairs aggregates statements into the percentage students responded “Good or Excellent” for each provided statement on their evaluation of the program.	Collection/Population: “Attached are the results for your department(s) from the 2016-2017 Graduating Student Survey (GSS), as well as the overall report. This survey was sent to students who graduated in December 2016 and May 2017, as well as students who will graduate in August 2017.”	1. Analysis Process: While the data was received after our May 2017 department meeting, the Student Learning Outcome Report, with these findings, are shared with the department during																		

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>	
	We have chosen two survey statements.	Evaluation of Preparation		the October 2017 meeting. 2. <u>Findings:</u> A. Of all who completed the survey, 100% rated those two statements at the highest levels of the scale (4 and 5) for evaluating their preparation during the program. B. Of all who completed the survey, 100% rated those three statements at the highest levels of the scale (4 and 5) for evaluating their development during the program.
		Survey Statement N = 8	Percent Good or Excellent	
		Determine the most ethically appropriate response to a situation	100	
		Understand the major ethical dilemmas in your field	100	
		Responses on a 5-point scale: 1(Poor) to 5 (Excellent)		
DEFINED: Students responded to the statements on a 5-point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)				

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>										
		Responses on a 5-point scale: 1 (Strongly Disagree) to <table><tr><th colspan="2">Evaluation of Development</th></tr><tr><th>Survey Statement N = 8</th><th>Percent Good or Excellent</th></tr><tr><td>I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.</td><td>100</td></tr><tr><td>I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.</td><td>100</td></tr><tr><td>I feel a sense of commitment to serve others throughout my lifetime.</td><td>100</td></tr></table> 5 (Strongly Agree)	Evaluation of Development		Survey Statement N = 8	Percent Good or Excellent	I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	100	I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	100	I feel a sense of commitment to serve others throughout my lifetime.	100	
Evaluation of Development													
Survey Statement N = 8	Percent Good or Excellent												
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	100												
I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	100												
I feel a sense of commitment to serve others throughout my lifetime.	100												

Interpretation of Results

Extent this learning outcome has been achieved by students *(Use both direct and indirect measure results):*

Based upon the results, we are overall pleased with the results of their E-Portfolio and the survey results. We look forward to watching any trends in the GSS as we further develop and strengthen this program, as well as additional data from the Self-Assessment.

Program strengths and opportunities for improvement relative to assessment of outcome:

Looking at the data, we are overall pleased with the results we received, considering that this is the first time the program has had this level of structure. The program's design now closely parallels what the Teacher Education Program students do for the E-Portfolio during their capstone experience (student teaching). As a result, we feel this strengthens the overall department's effectiveness in constructing a meaningful and structured capstone experiences for our students. Additionally, this

structure will provide us with a mechanism in order to efficiently collect meaningful data in an organized manner for analysis. We are energized to continue working on adjusting the structure and assignments while still providing students with the opportunity to pursue their professional interests during their capstone experience.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

1. We will be revising our Portfolio rubric to better align with each standard and to provide greater specificity of what the levels of expectation look like for each. To do so, we will be moving from a three column rubric to a four column rubric so that the students can better see the distinctions between the levels of performance.
2. Faculty will continue to work with the ED 580 professor to provide guidance and support onto which activities, assignments, and experiences will help students fulfill their Portfolio evidence expectations.

Curriculum Map

These will be sent for review and feedback to the Liberal Arts Core Committee.

GRADUATE CURRICULUM MAP

Degree Program: Professional Studies

Year: 2016-17

Program Outcomes:

Program Outcome	Critical Reading ¹	Written Communication	Oral Communication/ Persuasive Argument	Identification, Investigation, and Application of Theory and Principles of the Discipline	Scholarly Presentation and the Use Resource Materials
Research and write critically about issues in education;	X	X	X	X	X
Apply specialized knowledge and skills in emphasis area;	X	X	X	X	X
Analyze content, behavior, and data for educational decision making and problem solving; and	X	X	X	X	X

¹ Graduate program competencies derived from GSC Committee Requirements for New Graduate Programs: "Achieving this criteria may be demonstrated by, but is not limited to:

1. Course content that is increasingly more complex and rigorous than UG courses (course objectives, learning activities, outcome expectations, etc.)
2. Coursework that produces graduates with advanced skills in reading critically.
3. Coursework that produces graduates with advanced skills in writing clearly.
4. Coursework that produces graduates with advanced skills in arguing persuasively.
5. Coursework that produces graduates competent in identifying, investigating, and applying theory and principles of the discipline to new ideas, problems, and materials.
6. Competence in the scholarly presentation of the results of independent study and in the use of bibliographic and other resource materials with emphasis on primary sources for data.
7. A capstone or final integrative activity that demonstrates achievement of graduate-level knowledge and application of the theory and principles of the discipline"

Program Outcome	Critical Reading ¹	Written Communication	Oral Communication/ Persuasive Argument	Identification, Investigation, and Application of Theory and Principles of the Discipline	Scholarly Presentation and the Use of Resource Materials
Exhibit high ethical standards, respectful attitudes, and a dedication to education			X	X	X

Curriculum Map:

For each course, indicate which competencies are included using the following key. Please refer to the director of assessment in Planning and Institutional Effectiveness if you need more detailed explanation of the four core competencies.

Level of instruction: F-foundational, A-advanced, M-mastery

Assessment: PR-project, P-paper, E-exam, O-oral presentation, I-internship, OT-other (explain briefly)

Required Course	Endorsement Area	Critical Reading ¹		Written Communication		Oral Communication/Persuasive Argument		Identification, Investigation, and Application of Theory and Principles of the Discipline		Scholarly Presentation and Use of Resource Materials	
		Level	Assess	Level	Assess	Level	Assess	Level	Assess	Level	Assess
ED 502	ESL, PK-6, SECONDARY	F	P	F	P	F	O	F	P	F	P
ED 503	ESL, PK-6, SECONDARY	F	PR, P	F	PR, P	F	PR, O	F	PR, P	F	P
ED 509	ESL, PK-6, SECONDARY, SPED	F	P	F	P, PR	F	O	F	I	F	PR
ED 511	SPED	A	P	A	P	A	O, E	A	PR	A	PR
ED 516	SECONDARY	A	PR, P, O	A	P	A	P, E	A	P, E	A	P
ED 519	SPED	A	P, E	A	P	A	O, PR	A	O, P	A	PR
ED 523	SPED	A	P	A	P, PR	A	O, PR	A	PR	A	O, P, PR
ED 526	ESL, SECONDARY	F	OT	F	OT	F	O	A	OR, OT	A	OT

ED 529	SPED	A	PR	A	PR, E	A	O, OT	A	PR	A	PR, P
ED 537	SECONDARY	A	PR, P	A	PR, P	A	PR, O	A	PR, P, O	A	PR, P, O
ED 538	SECONDARY			F	OT			A	OT		
ED 539	SPED	A	P	A	PR	A	O, PR	A	PR, P	A	O, PR
ED 543	ESL	F	P	M	PR	F	O	F	PR		
ED 545	SPED	A	P	A	PR	A	O, PR	A	O, P	A	O, P
ED 549	SPED	M	P, PR	M	PR	M	I, O	M	I, O, P	M	PR, O, I
ED 550	ESL, PK-6, SECONDARY	A	P	A	P	A	PR	A	PR, OT	A	P
ED 552	ESL, PK-6, SECONDARY	A	PR, P	A	PR, P	A	PR, O	A	PR, P, O, I	A	PR, P
ED 553	ESL	F	P	F	P	A	O	F	OT	F	OT
ED 554	ESL, PK-6, SECONDARY							M	OT		
ED 555	PK-6, SPED	A	P	M	PR	M	O	M	PR, O	A	PR
ED 556	PK-6	A	P	M	PR, O	M	P, O	M	PR, OT	A	PR
ED 557	PK-6	A	P	A	PR, P	A	O	A	PR		
ED 558	PK-6, SPED	A	PR	A	PR	A	O	A	PR, O, P	A	PR, O, P
ED 559	PK-6	A	PR	A	PR	A	O	A	PR, O, P	A	PR, O, P
ED 561	ESL	A	P	A	PR	A	O	M	PR	M	PR
ED 563	ESL	F	OTH	F	OT	M	O	F	PR	F	PR
ED 580 (all sections)	ESL, PK-6, Secondary, SPED					M	I	M	I, PR	M	I, PR