STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Curriculum and Instruction M.Ed. (Non-Licensure) (*formerly known as Professional Studies***)**
SUBMITTED BY: Lisa Turissini and Jessica Lewis
DATE: 9-30-18
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.

Curriculum and Instruction (Non-licensure) 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
Upon completion of the non-licensure education programs, the students will be able to
- research and write critically about issues in education;
- apply specialized knowledge and skills in selected concentration area;
- analyze data for educational decision making and problem solving; and
- demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.

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	YES	2020
2. analyze data for educational decision making and problem solving		X	2019
3. apply specialized knowledge and skills in selected concentration area	2016	YES	2020
4. demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.		X	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.

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:

The Education department met several times throughout the 2017-18 academic year to discuss and evaluate ongoing improvements to the four concentration areas within this program, as well to the overall functioning of the ED 580 course in providing students with opportunities to have evidence for the Link #2 in their E-Portfolio. We succeeded in updating our rubric as planned, improved upon our Google site management to help students upload their evidence, and revisited our Student Learner Outcomes.

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 and connect it to a professional development activity in their concentration areas. This variety of data allows our department to highlight our strengths and identify areas in need of improvement. 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. Since the areas of concentration are still relatively new (last year we finalized those four concentrations), we will focus on looking particularly at the ED 580 E-Portfolio evidence that the students submit to ensure that deepens their knowledge and provides professional development in their concentration area.

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 analyze data for educational decision making and problem solving.	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.	1. We met his goal for the spring 2018 ED 580 capstone course. The new rubric was uploaded to the Google site that the students submit use to upload their evidence. 2. The concentration in STEM was successfully aligned with the expectations that students need to meet for their own certification as a MU-IASL (International Association for STEM Leaders) member. 3. The self-assessment, aligned with the E-Portfolio standards and Student Learner Outcomes were given in the spring 2018 and the professor will create a summary of the narrative feedback that was received.
Graduates will demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.	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.	1. We met his goal for the spring 2018 ED 580 capstone course. The new rubric was uploaded to the Google site that the students submit use to upload their evidence. 2. The concentration in STEM was successfully aligned in fall 2017 with the expectations that students need to meet for their own certification as a MU-IASL (International Association for STEM Leaders) member.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

Review: Report Accepted as Submitted

Other Comments: Please revisit Outcome #4: Students will be able to demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession.

We will be submitting changes for the 2019-20 on a revised outcome #4. For the spring 2018 ED 580 capstone course, we revised the outcome to narrow the focus on what we measured. After meeting as s group, we worked on using two indicators, instead of four indicators, to focus and measure what we wanted the students to be assessed upon.

Our SLO #4 last year was new as we revised it from the year before, which our very first report for this program. Last year, our SLO #4 was: "*Students 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.

We will be finalizing the rewording of SLO #4 to include the following:

Students will engage in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of their learners by:
   a) *Working in partnership with families, colleagues and community to promote and support education*
   b) *Incorporating learning from professional growth opportunities into professional practice*

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.

MARYMOUNT UNIVERSITY
Arlington, Virginia

	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
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.	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. Portfolio Criteria	**Student Learner Outcome** Candidates will:	**Suggested Course Assignments**	*Portfolio Evidence* Critical Assignment
	M.Ed. Curriculum and Instruction (EDCI): Teaching and Learning Concentration			
Standard 1	**Research Based Knowledge** *Curriculum and Instruction:* 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
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 580 – Data analysis*** - Research data - Student achievement/ Community/County/School/ Student data
Standard 3	**Demonstration and Application of Knowledge** *Curriculum and Instruction:* 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.	#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

MARYMOUNT UNIVERSITY
Arlington, Virginia

	M.Ed. Portfolio Criteria	Student Learner Outcome Candidates will:	Suggested Course Assignments	*Portfolio Evidence* Critical Assignment
	M.Ed. Curriculum and Instruction (EDCI): ESL Concentration			
St. 1	**Research Based Knowledge** *ESL:* 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** *ESL:* 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.	#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. Portfolio Criteria	Candidates will:	LINK # 1 Suggested CA	LINK # 2 *Portfolio Evidence from ED 580*
St. # 1	**Research Based Knowledge** *STEM:* 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** *STEM:* 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.	#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): STEM Concentration

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** *Special Education:* 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** *Special Education:* Examples of different teaching strategies, identification, assessments, and curriculum modifications.	#3: Demonstrate and apply specialized knowledge and skills in Special Education	ED 509	***ED 580 – Consumables*** - Lesson, Unit Plans - Instructional Materials - Curriculum Mapping - Handbook - Curriculum Guide
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.	#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

Learning Outcome 1: Graduates will research and write critically about issues in education

Assessment Activity

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.*
Portfolio 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	Student work was assessed on a four-column rubric: *4: Evidence Exceeds Expectations* 3: *Evidence Meets Expectations* 2. *Evidence Approaches Expectations* 1. *Evidence Does Not Meet Expectations* 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 a standard.	Collection: 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 2018 semester. The E-Portfolios were also double graded by another faculty member. Data was then downloaded into an Excel spreadsheet to analyze the data. Population: ED 580 runs only once a year, every spring. The students enrolled in ED 580 in the spring 2018 were only the second group to complete this new portfolio.	1) Analysis Process: During our May 2018 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.

adaptations and accommodations. d) STEM: Demonstrate an understanding of STE(A)M content and its historical development including scientific concepts and application. This is a direct measure.		**Average Scores for Portfolio Standard #1: Research-Based Knowledge** N = 12 — 3.58 *Rubric Scale:* *4: Evidence Exceeds Expectations* *3: Evidence Meets Expectations* *2. Evidence Approaches Expectations* *1. Evidence Does Not Meet Expectations* **Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #2: Data-Based Decision Making** Rubric Score: 4.0 / 3.0 N =12 — 58% (7) — 42% (5)	2) Findings: A. The aggregate mean in Standard #1: Research-Based Knowledge was 3.58 which was above the acceptable (3.0) level of performance. B. Individually, four (4) students (58%) earned a 4.0 rating: *Evidence Exceeds Expectations* and five (5) students (42%) earned a 3.0 rating: *Evidence Meets Expectations.* No one earned lower than a 3.0 on this standard.
2017-18 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 five survey statements.	Collection/Population: "Attached are the results for your department(s) from the 2017-2018 Graduating Student Survey (GSS), as well as the overall report. This survey was sent to students who graduated in December 2017 and May 2018, as well as students who will graduate in August 2018."	1. Analysis Process: While the data was received after our May 2018 department meeting, the Student Learning Outcome Report, with these findings, are shared with the department during the October 2018 meeting.

		Responses on a 5 point scale: 1(Poor) to 5 (Excellent)		2. <u>Findings:</u> The respondents rated the five statements all at 100% for evaluating their level of preparation during the program.
		Evaluation of Preparation		
		Survey Statement N = 6	**Percent Good or Excellent**	
		Conduct research to support a position.	100	
		Use quantitative/ qualitative techniques within your professional field.	100	
		Solve problems in your field using your knowledge and skills	100	
		Find appropriate sources of information.	100	
		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. The evidence that the students uploaded for both Link #1 and Link #2 for this standard was assessed at levels 3 and higher. Over half (57%) of the students' evidence was assessed at exceeding expectations which reflected the rigor that the students put into their work. Last year we only had a three-column rubric so we would not have seen this distinction since level 3 was the highest the students could receive. Moving to the four-column rubric provided professors with the opportunity to highlight student work that exceeded expectations and allowed students to be recognized for their determination and thoroughness in exceeding the requirements for the standard. All of our students (100%) who completed the GSS evaluated these five statements at the highest levels.

Program strengths and opportunities for improvement <u>relative to assessment of outcome</u>:
Looking at the data, we are overall pleased with the results we received, considering that this is only the second year the program has had this level of structure and the first year of our four-column rubric. 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

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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 <u>for this year based on assessment of outcome:</u>
1. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations 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 E-Portfolio evidence expectations for Link #1.
2. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations 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 E-Portfolio evidence expectations for Link #2.

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	*Reflection is evidence of Portfolio Standards 1 & 2 using the Portfolio Rubric levels 1, 2, 3*
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	*Reflection is evidence of Portfolio Standard 3 using the Portfolio Rubric levels 1, 2, 3*
apply specialized knowledge and skills in selected concentration area Standard #3	EDCI Candidate Response
Caring Professionals	*Reflection is evidence of Portfolio Standard 4 using the Portfolio Rubric levels 1, 2, 3*
demonstrate leadership and collaboration by modeling ethical behavior and responsibility to help advance the profession. Standard #4	EDCI Candidate Response

Learning Outcome 2: Graduates will apply specialized knowledge and skills in their selected concentration area.

Assessment Activity

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.*
Portfolio 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.	*Student work was assessed on a four- column rubric:* *4: Evidence Exceeds Expectations* *3: Evidence Meets Expectations* *2. Evidence Approaches Expectations* *1. Evidence Does Not Meet Expectations* 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.	Collection: 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 2018 semester. Data was then downloaded into an Excel spreadsheet to analyze the data. Population: ED 580 runs only once a year, every spring. The students enrolled in ED 580 in the spring 2018 were the group to complete this new portfolio.	1) Analysis Process: During our May 2018 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.

This is a direct measure.

<table>
<tr><td colspan="2">Average Scores for Portfolio Standard #3: Demonstration and Application of Knowledge</td></tr>
<tr><td>N = 12</td><td>3.75</td></tr>
</table>

Rubric Scale:
4: Evidence Exceeds Expectations
3: Evidence Meets Expectations
2. Evidence Approaches Expectations
1. Evidence Does Not Meet Expectations

<table>
<tr><td colspan="3">Percentage of Students With Evidence Meeting Portfolio Expectations for Standard #3: Demonstration and Application of Knowledge</td></tr>
<tr><td></td><td colspan="2">Rubric Score</td></tr>
<tr><td></td><td>4.0</td><td>3.0</td></tr>
<tr><td>N =12</td><td>75% (9)</td><td>25% (3)</td></tr>
</table>

2) Findings:
A. The aggregate mean in Standard #3: Demonstration and Application of Knowledge was 3.75 which was above the acceptable (3.0) level of performance.

B. Individually, nine (9) students (75%) earned a 4.0 rating: *Evidence Exceeds Expectations* and three (3) students (25%) earned a 3.0 rating: *Evidence Meets Expectations.* No one earned lower than a 3.0 on this standard.

2017-18 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. We have chosen two survey statements.	Collection/Population: "Attached are the results for your department(s) from the 2017-2018 Graduating Student Survey (GSS), as well as the overall report. This survey was sent to students who graduated in December 2017 and May 2018, as well as students who will graduate in August 2018."	1. Analysis Process: While the data was received after our May 2018 department meeting, the Student Learning Outcome Report, with these findings, are shared with the department during the October 2018 meeting.

In the Collection/Population cell, the following table appears:

Evaluation of Preparation	
Survey Statement **N = 6**	**Percent Good or Excellent**
Apply knowledge and skills to new situations	100
Work as part of an effective team	100

Responses on a 5-point scale: 1(Poor) to 5 (Excellent)

In the Analysis Process cell continues:

2. Findings:
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.

DEFINED: Students responded to the statements on a 5-point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)	Evaluation of Development		B. Of all who completed the survey, 100% rated those four statements at the highest levels of the scale (4 and 5) for evaluating their *development* during the program.
	Survey Statement N = 6	**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	
	I'm aware of how I might apply what I've learned at Marymount to serve my community	100	
	Responses on a 5-point scale: 1 (Strongly Disagree) to 5 (Strongly Agree)		

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. The evidence that the students uploaded for both Link #1 and Link #2 for this standard was assessed at levels 3 and higher. The majority (75%) of the students' evidence was assessed at exceeding expectations which reflected the rigor that the students put into their work. Last year we only had a three-column rubric so we would not have seen this distinction since level 3 was the highest the students could receive. Moving to the four-column rubric provided professors with the opportunity to highlight student work that exceeded expectations and allowed students to be recognized for their determination and thoroughness in exceeding the requirements for the standard. All of our students (100%) who completed the GSS evaluated these selected statements at the highest levels.

Program strengths and opportunities for improvement <u>relative to assessment of outcome</u>:
Looking at the data, we are overall pleased with the results we received, considering that this is only the second year the program has had this level of structure and the first year of our four-column rubric. 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 <u>for this year based on assessment of outcome:</u>
1. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations 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 E-Portfolio evidence expectations for Link #1.
2. Faculty who are directly involved in the Teaching and Learning, ESL, and SPED concentrations 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 E-Portfolio evidence expectations for Link #2.

Appendices