

PROGRAM ASSESSMENT REPORT

East Central University

Program Name: Secondary Education Academic Discipline - MEd

College/School Name: College of Ed & Psych - East Central University – Education Department

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

- 1. Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
- 2. Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
- 3. Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
- 4. Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
- 5. Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
- 6. Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
- 7. Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
- 8. File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
- 9. Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

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Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S): Goal 1 - To prepare students to communicate professionally in the work place.

Goal 2 - To provide opportunities for students to grow in the identification and usage of academic research in their field of study.

Goal 3 - To provide students with the opportunity for growth in knowledge, skills, and professional responsibility toward their specific content area.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

Provide a short narrative describing how you assess across your program – noting the points where you assess early-, mid-, and end-program.

Throughout the program students will be evaluated on their written and oral skills, core knowledge in education, specific knowledge within their specialized field, and their professional disposition. These assessments begin in their first class, Techniques of Research (EDUC 5113), and proceed through the program until their final semester of their program of study.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

If YES, provide name of instrument *and* whether instrument is currently used for assessment.

If NO, state No.

No.

STUDENT LEARNING OUTCOME 1: Candidates will demonstrate content knowledge related to their academic discipline.

[For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Criterion 1.1: Core Program Grades: Candidates will demonstrate mastery of content knowledge through core coursework related to their program of study.

Population/Course: This SLO will be measured based upon students currently enrolled in EDUC 5113, Techniques of Research, EDUC 5133, Modern Philosophies of Education, EDUC 5183, Contemporary Issues in Education, and EDUC 5363, Principles of Instructional Design.

Instrument/Measurement (copy/paste instrument in Appendix):

Grades from Program Core courses will be used to measure mastery of this SLO.

- EDUC 5113
- EDUC 5133
- EDUC 5183
- EDUC 5363

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Standard: It is expected that 100% of students enrolled in EDUC 5113, EDUC 5133, EDUC 5183, and EDUC 5363 will have a B or above average in their Program Core coursework.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

| Student Learning Outcome | Criterion | Instrument | Spring 2021 | | | Fall 2020 | | | Summer 2020 | | |
|--|-----------------|---------------------|--|---------|-------|---------------|---------|-------|---------------|---------|-------|
| | | | n | Average | Range | n | Average | Range | n | Average | Range |
| Candidates will demonstrate content knowledge related to their academic discipline | Core Coursework | Core Program Grades | 7/13 completed 4/13 withdrew 2/13 failed | 2.67 | A-F | 6/6 completed | 4.00 | A | 1/1 completed | 4.00 | A |

NOTE: [Add explanation for missing data (ND) in the table]

Analysis Table: A response is required for each question in the table.

| Analysis Question | Analysis Response |
|--|--|
| 1. Was your standard met or not met for the year? | No. |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | The majority of the core coursework grades met the standard; however, Spring 2021 had more students withdraw and fail, causing the average to drop below 3.0. |
| 3. Discuss possible reasons why the unit performed as it did this year. | This could have been a result of the impact of the ongoing pandemic. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why. | <p>During the 2020-2021 academic year, 20 Core Courses were attempted by Academic Discipline students. The average for the SY is 3.55 which is above the graduate GPA expectation. The range for the SY in Core Program Grades is A-F.</p> <p>Summer 2020: Out of 1 Core Program Courses attempted, it was passed with an A average for the course.</p> <p>Fall 2020: Out of 8 Core Program Courses attempted, all were completed with an A average and the GPA average for grades during this coursework was a 4.00 with a range of A.</p> <p>Spring 2021: Out of the 13 Core Program Courses attempted, 4 courses were withdrawn and 2 courses received an average below the expectations of a graduate student (B or higher). The GPA average for grades during this coursework was a 2.67 with a range of A-F, and W.</p> <p>Overall, students performed lower in their Core Courses during this school year compared to the previous academic year, especially during the Spring 2021 semester. There was also a higher rate of courses withdrawn from coming from 2 students. Throughout this school year students were juggling working from home, home school, and life during a world-wide pandemic, which could have impacted the overall Spring 2021 average and performance.</p> |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | It is difficult to make specific data-driven decisions at this time due to the ongoing pandemic. However, I will attempt to increase communication with students during the 2021-2022 SY to better improve retention with advisees. |

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Criterion 1.2: Specialized Grades: Candidates will demonstrate mastery of content knowledge through core coursework related to their program of study.

Population/Course: It is expected that 100% of students enrolled in EDUC 5113, EDUC 5133, EDUC 5183, and EDUC 5363 will have a B or above average in their Program Core coursework.

Instrument/Measurement (copy/paste instrument in Appendix):

Grades from Program Core courses will be used to measure mastery of this SLO.

- EDUC 5113
- EDUC 5133
- EDUC 5183
- EDUC 5363

Standard: It is expected that 100% of students enrolled in EDUC 5113, EDUC 5133, EDUC 5183, and EDUC 5363 will have a B or above average in their Program Core coursework.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

| | | | Spring 2021 | | | Fall 2020 | | | Summer 2020 | | |
|--|------------------------|-------------------------------|---|---------|-------|---------------|---------|-------|---------------|---------|-------|
| Student Learning Outcome | Criterion | Instrument | n | Average | Range | n | Average | Range | n | Average | Range |
| Candidates will demonstrate content knowledge related to their academic discipline | Specialized Coursework | Specialized Coursework Grades | 13/15 completed 1/15 withdrew 1/15 failed | 3.71 | A-F | 8/8 completed | 3.88 | A-B | 5/5 completed | 4.00 | A |

NOTE: [Add explanation for missing data (ND) in the table]

Analysis Table: A response is required for each question in the table.

| Analysis Question | Analysis Response |
|--|---|
| 1. Was your standard met or not met for the year? | No. |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | 2 out of the 28 courses attempted were not a B or above average (1 withdrew and 1 failed). |
| 3. Discuss possible reasons why the unit performed as it did this year. | The withdraw and failed course were attempted in Spring 2020 during a pandemic. Therefore, it could have been a result of fatigue from the on-going pandemic. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why. | <p>During the 2020-2021 academic year, 20 Core Courses were attempted by Academic Discipline students. The average for the SY is 3.55 which is above the graduate GPA expectation. The range for the SY in Core Program Grades is A-F.</p> <p>Summer 2020: Out of 1 Core Program Courses attempted, it was passed with an A average for the course.</p> <p>Fall 2020: Out of 8 Core Program Courses attempted, all were completed with an A average and the GPA average for grades during this coursework was a 4.00 with a range of A.</p> |

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|---|--|
| | <p>Spring 2021: Out of the 13 Core Program Courses attempted, 4 courses were withdrawn and 2 courses received an average below the expectations of a graduate student (B or higher). The GPA average for grades during this coursework was a 2.67 with a range of A-F, and W.</p> <p>Overall, students performed lower in their Core Courses during this school year compared to the previous academic year, especially during the Spring 2021 semester. There was also a higher rate of courses withdrawn from coming from 2 students. Throughout this school year students were juggling working from home, home school, and life during a world-wide pandemic, which could have impacted the overall Spring 2021 average and performance.</p> |
| <p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)</p> | <p>With the on-going pandemic, the only specific change I would make based on this data would be to continually communicate with advisees so that they feel greater support.</p> |

STUDENT LEARNING OUTCOME 2: Candidates will conduct academic research in their specific academic discipline.

Criterion 2.1: Review of Literature: Candidates will complete a Review of Literature which demonstrates an understanding of academic research within their academic discipline.

Population/Course: The candidate will be assessed on this measure during Techniques of Research, EDUC 5113, by the course instructor.

Instrument/Measurement (Appendix: Review of Literature): Candidates will complete a Review of Literature which demonstrates an understanding of academic research within their academic discipline.

This rubric was created by the instructor of EDUC 5113, Techniques of Research, in the Summer of 2019 and was fully implemented in Fall 2019.

Standard: 80% of students will receive 80% or better on the Review of Literature.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

| Student Learning Outcome | Criterion | Instrument | Spring 2021 | | | Fall 2020 | | | Summer 2020 | | |
|--|----------------------|--|--------------------------|-----------------------|-------|------------------------|-----------------------|-------|-------------|---------|-------|
| | | | n | Average | Range | n | Average | Range | n | Average | Range |
| Candidates will conduct academic research in their specific academic discipline. | Review of Literature | Review of Literature, EDUC 5113, Rubric* (25 points) | 3 enrolled 2/3 passed | Rubric Average: 16/25 | 0-25 | 1 enrolled 1 passed | Rubric Average: 24/25 | 24 | 0 | 0 | 0 |

NOTE: [Add explanation for missing data (ND) in the table]

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Analysis Table: A response is required for each question in the table.

| Analysis Question | Analysis Response |
|--|--|
| 1. Was your standard met or not met for the year? | Yes. |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | ¾ students passed the Literature Review assignment with an 80% or greater. 1 student did not (0%). |
| 3. Discuss possible reasons why the unit performed as it did this year. | The one student who received a 0 could have checked out of the class, or withdrawn, by the time the Literature Review assignment was assessed because they did not turn in the assignment. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why. | <p>In the 2020-2021 SY, 4 students attempted EDUC 5113, Techniques of Research. The overall average on the Review of Literature assignment was an 18/25.</p> <p>Summer 2020: No Academic Discipline students completed this course.</p> <p>Fall 2020: In the Fall of 2020, 1 student completed this course. On the Review of Literature assignment, 1 student received a 24/25 on this assignment. The range on this assignment was a 24.</p> <p>Spring 2021: In the Spring of 2021, 3 students enrolled in this course. On the Review of Literature assignment, 1 student received an 23/25, 1 student received a 25/25 on this assignment, and 1 student received a 0/25 on this assignment. The range on this assignment was an 0-25.</p> <p>During this school year, two instructors taught EDUC 5113 using the course designed in collaboration with The Learning House/Wiley. For those who received an overall passing GPA for the semester, EDUC 5113 and the Review of Literature Assignment was completed satisfactorily. One student was not successful with this course. Throughout this school year, students were contending with the ongoing pandemic, which could have impacted a student's ability to be successful on this assignment.</p> |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | This is no data-driven decisions to be made based on the data provided. More assessments using this rubric, as well as consistency among individuals assessing this assignment is needed to make any specific program changes. |

Criterion 2.2: Thesis: Candidates will successfully write and publicly defend a thesis covering research specific to their academic discipline.

Population/Course: The population will be students enrolled in EDUC 5691, Thesis.

Instrument/Measurement: The measurement for mastery will be based on the number of completers since EDUC 5691, Thesis, is assessed as Pass/Fail, and students are enrolled in EDUC 5691 over three semesters.

Standard: The measurement for mastery will be based on the number of completers since EDUC 5691, Thesis, is assessed as Pass/Fail. This measurement will be scaffolded due to program changes to make this process more streamline.

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- First Year of Implementation (2018-2019)- 60% completion rate
- Second Year of Implementation (2019-2020)- 80% completion rate
- Third Year of Implementation (2020-2021)- 100% completion rate

Data Table: [For instructions see *Glossary of Terms Pgm Asmt in Teams.*]

| | | | Spring 2021 | | | | Fall 2020 | | | | Summer 2020 | | |
|--|-----------|------------------------------|---------------|-----------------|-------|---------------|--------------|-------|----|---------|-------------|--|--|
| Student Learning Outcome | Criterion | Instrument | n | Average | Range | n | Average | Range | n | Average | Range | | |
| Candidates will conduct academic research in their specific academic discipline. | Thesis | Thesis, EDUC 5691, Pass/Fail | 0/2 completed | 100% Incomplete | NA | 2/2 completed | 100% Passing | NA | NA | NA | NA | | |

NOTE: [Add explanation for missing data (ND) in the table]

Analysis Table: A response is required for each question in the table.

| Analysis Question | Analysis Response |
|--|--|
| 1. Was your standard met or not met for the year? | No. |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | Two students enrolled in EDUC 5691 during this academic year. They both ended the year with 1 pass and 1 incomplete in this course. |
| 3. Discuss possible reasons why the unit performed as it did this year. | Changes are still be incorporated to help students be more successful in Thesis. The pandemic did not help during the 2019-2020 and 2020-2021 school years. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why. | <p>During the 2020-2021 SY, only 2 students enrolled in EDUC 5691, Thesis. In the Fall of 2020, the two students satisfactorily completed EDUC 5691; in addition, in the Spring of 2021, one student decided petition to complete two Thesis semesters during the Spring semester in an effort to graduate in May 2021. In addition, another student enrolled in her final semester of thesis.</p> <p>While both students are driven professionally, with covid, transitions/trials in personal lives, etc. they have not successfully defended their thesis at the time this report was written.</p> <p>Through the experiences of working with these two students, the thesis instructor has decided to make the following changes:</p> <ul style="list-style-type: none"> • Ask students to read Creswell and Creswell's <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> prior to enrolling in the first semester of thesis. • Once the book is read, the student will schedule a meeting with the instructor to go over what was read and how it is applied to the thesis process. In addition, the uniqueness of the thesis process will be |

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| | <p>highlighted, especially the idea that it may take more than 3 semesters to successfully complete a thesis.</p> <p>Hopefully with the addition of independent reading as well as a conference prior to enrolling in this course, only individuals who are driven will enroll in this course and successfully complete it.</p> <p>In addition, Incomplete's will no longer be given at the end of the third semester as has been the practice up until Spring 2021.</p> |
| <p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)</p> | <p>Changes are continually being made to this course. In 2021-2022 any individual who is interested in taking this course, will first have to read Creswell's book and set up a meeting with the instructor. Being more transparent about the different type of course that Thesis is compared to other courses upfront may help students be more successful in this course. In addition, an Incomplete will no longer be given until 6 credits have been exhausted. As well students will no longer be able to enroll in more than 1 credit in a semester.</p> |

STUDENT LEARNING OUTCOME 3: Candidates will demonstrate the skills and professional responsibility necessary in the 21st century workplace.

Criterion 3.1: Professional Disposition: Candidates will demonstrate professionalism through their coursework, interactions, and advising sessions.

Population/Course: The survey will be completed by students enrolled in their final semester as well as the program director.

Instrument/Measurement: The measurement is a survey completed by all CEP candidates during their time in the program (normally this is a mid-program survey).

The link to this

survey: https://docs.google.com/forms/d/e/1FAIpQLScmaTdjFVQZxuyiHAysHQXqYshvius_TkK1v_mIY95INKYYQA/viewform?usp=sf_link

Standard: 90% of students will receive a 3 or greater (out of a 4 point scale) on the cumulative average of the survey.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

| | | | Spring 2021 | | | Fall 2020 | | | Summer 2020 | | |
|---|--------------------------|--------------------|----------------------|---------|-------|----------------------|---------|-------|----------------------|---------|-------|
| Student Learning Outcome | Criterion | Instrument | n | Average | Range | n | Average | Range | n | Average | Range |
| Candidates will demonstrate the skills and professional responsibility necessary in the 21st century workplace. | Professional Disposition | Disposition Survey | 0 students completed | | NA | 0 students completed | | NA | 0 students completed | | NA |

Last revised 7/22/2021 Roberson

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NOTE: This survey was not dispersed during this calendar year in an end of program email. Because this is supposed to be a mid-program assessment, it is sent out with a larger email and may not be as clear to students to take the assessment.

Analysis Table: A response is required for each question in the table.

| Analysis Question | Analysis Response |
|--|---|
| 1. Was your standard met or not met for the year? | No. |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | This survey was not completed by any students this school year. |
| 3. Discuss possible reasons why the unit performed as it did this year. | This could have been due to the overbearing amount of emails received during the pandemic and because the email is embedded in a larger email. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why. | During the 2019-2020 SY, the Academic Discipline program director began responding to emails that the Graduate Studies Office sends out when students apply for graduation with a link to the Program Satisfaction Survey. Initially, the Disposition Evaluation was embedded in an email to students; however, after reviewing the data from this year, the link needs to also be embedded with the link for the Program Satisfaction Survey. This year 2 out of potentially 2 students did not complete the Disposition survey; however, did complete the Satisfaction Survey. Not teaching any of the students and only having email to communicate the evaluations is proving to be difficult to collect data on such a small sample size. |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | In the future, the link to the survey will be included in the end of program email. Students will now be asked to complete two surveys at the completion of their program. |

Criterion 3.2: Satisfaction Survey: Candidates will demonstrate effective written communication skills.

Population/Course: The population will be students who are completing their final semester of the program.

Instrument/Measurement (Appendix: Email to Completers): The measurement for effective written communication will be a survey that is completed by the candidate and the program director at the end of the program of study.

Standard: It is expected that 90% of candidates will score at least a 3 cumulative average (out of a 4 point scale) on their final survey.

Data Table: [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

| | | | Spring 2021 | | | | Fall 2020 | | | | Summer 2020 | | | |
|--------------------------|-----------|------------|----------------|---------|-------|---|--------------|-------|---|---------|----------------|---|---------|-------|
| Student Learning Outcome | Criterion | Instrument | n | Average | Range | n | Average | Range | n | Average | Range | n | Average | Range |
| | | | | | | | | | | | | | | |

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|---|--------|----------------|---------------------|-----------|---------------------|-----------|----------------------|----|
| Candidates will demonstrate the skills and professional responsibility necessary in the 21st century workplace. | Survey | Writing Survey | 1 student completed | 5.00/5.00 | 1 student completed | 4.20/5.00 | 0 students completed | NA |
|---|--------|----------------|---------------------|-----------|---------------------|-----------|----------------------|----|

NOTE: Out of the 3 completers this academic year, 2 completed the survey.

Analysis Table: A response is required for each question in the table.

| Analysis Question | Analysis Response |
|--|--|
| 1. Was your standard met or not met for the year? | Yes. |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | The population of students who completed this survey feel as though the program is effective. |
| 3. Discuss possible reasons why the unit performed as it did this year. | One of the participants believed that more timely feedback was needed in her coursework so that she could continue to grow in that discipline during her courses. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why. | <p>During the 2020-2021 SY, the Academic Discipline Program Director sent out 3 invitations to complete the Satisfaction Survey. Two students completed the satisfaction survey, which is 66% response rate. Out of the survey results, the students are all satisfied with the Academic Discipline program (4.60 average).</p> <p>One student commented on the feedback from instructors as a reason she marked the score a 4/5. While this is something that I cannot impact or influence, overall, receiving comments such as "the flexibility in allowing students to choose courses that work for them and for their instructors is phenomenal and worked very well for me. This flexibility allowed me to continue working full time while getting my degree" reinforces that this program is meeting the needs of students.</p> |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | The feedback received did not allow for any areas of improvement to the overall program at this time. |

| Summary Table of Student Learning Outcomes/Criteria/Instruments | | | | |
|---|---|-------------------------|-----|---------|
| Student Learning Outcomes | Criteria/Instrument (modify table to fit your plan) | Direct/Indirect Measure | Met | Not Met |
| SL01: | 1.1: Core Coursework Grades | Indirect | | X |
| | 1.2: Specialized Coursework Grades | Indirect | | X |
| SL02: | 2.1: Review of Literature Assessment | Direct | X | |

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| | 2.2: Thesis Completion | Indirect | | X |
| SL03: | 3.1: Mid-program Disposition Survey | Indirect | | X |
| | 3.2: Satisfaction Survey | Indirect | X | |

| Student Information for this Academic Year | |
|---|------|
| Total, <i>unduplicated</i> number of students assessed this academic year | |
| Program census for Fall | 9 |
| Program census for Spring | 12 |
| Total number of Fall Program graduates | 1 |
| Total number of Spring/Summer graduates | 1 |
| Mean major GPA of Fall graduates | 4.00 |
| Mean major GPA of Spring/Summer graduates | 4.00 |

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting: List meeting date(s) and a roster of those in attendance.

17 September 2020 – Teacher Education Committee Meeting
CEP Graduate Program Directors

Sharing with Stakeholders:

1. Stakeholders for this Program include:

Over the past two years, the Program Director has worked to identify internal stakeholders to work alongside to make the Academic Discipline program stronger and more consistent. Currently the following "sharing" takes place with these stakeholders:

- Current Students: 3 emails a semester- beginning, middle, and enrollment (attached email modified for time of year sent)
- Discipline/Specialization Partners: Emails or phone calls as needed on individual basis
- Faculty Members: presentation during Fall Retreat

One area the program director would like to add is communication with external/area stakeholders about the benefits of this program as well as the existence of this program. For example, through sharing about graduate programs during a spring Teacher Education Conference, a senior English Teacher Certified student learned about and eventually enrolled in the Academic Discipline program.

2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

ACADEMIC REPORTING YEAR 2017-2018

ACADEMIC YEAR ASSESSED: 2018-2019

COLLEGE: College of Education & Psychology

DEPARTMENT: Secondary Academic Discipline

DATE of REVIEW: 9/27/2018

Last revised 7/22/2021 Roberson

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CHAIR/COMMITTEE: Jim Rauch/University Assessment Committee

At the request of the Vice President for Academic Affairs, the University Assessment Committee (UAC) at East Central University (ECU) has completed an evaluation of this assessment plan. The purpose of the review is to identify strengths and weaknesses in the plan to help (1) ensure that accrediting bodies will favorably evaluate the Program's assessment activities and to help (2) prepare for future program reviews.

Following the information distributed in assessment workshops, the Assessment Handbook, and on the Office of Assessment website, the UAC utilizes a multi-item rubric that evaluates the assessment plan, data collection and interpretation, and actions based upon results. This rubric scores according to a Likert-type scale, with 4 representing clear explanations to 1 representing missing or incomprehensible information. Included in this memo is a summary of the UAC findings, which are intended to assist the faculty responsible for the Program's assessment to continue strengthening their work. The results reported here have also been forwarded to the appropriate Dean.

STRENGTHS:

- Strong student learning outcomes
- Broad criteria
- Did a good job of pulling previous assessment reports together

AREAS OF CONCERN:

- Instrument attached to 9.2 doesn't appear to go with criterion 9.2.

Standard states students enrolled in Specialization or Electives will have an A or B average instead of B or above

OPPORTUNITIES:

Recommendation was made to consider scaffolding by focusing on thesis

Recommendation to have more measures than just grades for a course

UAC CONCLUSION:

X Approved as Submitted

Approved with Condition (must meet with Assessment Coordinator about Areas of Concern to revise plan)

Not Approved (must meet with Assessment Coordinator, revise plan, and resubmit next year's report as delineated in Areas of Concern)

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

| Academic Year | Summary of Actions/Changes from Report |
|---------------|---|
| 2020-2021 | Developed Thesis scaffolding for pre-thesis enrollment: meeting, individual initiative (reading), Q&A |
| 2019-2020 | Updated Thesis scaffolding in Blackboard shell and updated ethics training and APA formatting (7 th edition) |
| 2018-2019 | Report received in October from UAC |
| 2017-2018 | NA |
| 2016-2017 | NA |

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| Academic Year | Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually) | Updates in Response to Reviews |
|---------------|--|--------------------------------|
| 2019-2020 | NA | NA |
| 2018-2019 | NA | NA |
| 2017-2018 | UAC Report received in October | NA |
| 2016-2017 | NA | NA |
| 2015-2016 | NA | NA |

APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.

LEARNING OUTCOME 2: REVIEW OF LITERATURE

Techniques of Research Rubrics:

| M1 Student Introductions (5 points) | |
|-------------------------------------|---------|
| Name | 1 point |
| Work | 1 point |
| Reason For Taking This Course | 1 point |
| Area Of Education Research | 1 point |
| Free of grammar errors | 1 point |

| M1 Techniques of Research Library Video Summary (20 points) | |
|---|--------------|
| 14 Grammatically Correct Sentences | 1 point each |
| Title Page Correctly Formatted | 2 points |
| Correct Running Head | 2 points |
| Good Use Of The English Language | 2 points |

| M1-8 Discussions five complete sentences (15 points) | |
|--|--------------|
| Each idea | 1 point each |
| Each grammatically correct sentence | 1 point each |
| Respond to another post | 5 points |

| M1 Academic Integrity Video Summaries (20 points possible) | |
|--|--|
|--|--|

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| | |
|--|------------------|
| 12 sentences grammatically correct | 1 point for each |
| Title Page correctly formatted | 2 points |
| Correct Running Head | 2 points |
| Graduate level use of English Language (instructor's discretion) | 4 points |

| M2 Modified Research Ethics five paragraph summary (40 points) | |
|---|------------------------|
| Topic Sentence | 1 point each (5 total) |
| Three Supporting Sentences | 3 points (15 total) |
| Grammatically Correct | 5 points |
| APA format | 5 points |
| Title Page and Running Head | 5 points |
| how this is important | 5 points |

| M2 IRB Application and Consent Form (10 points) | |
|--|----------|
| Name written as Principal Investigator | 5 points |
| Both Correct Forms | 5 points |
| | |
| | |

| M3 Literature Matrix (25 Points) | |
|--|-------------|
| Title Page & Running Head | 4 Points |
| 7 Reference articles related to narrow topic | 1 point per |
| Article from a refereed journal | 1 point per |
| Article for providing all source information | 1 point per |
| | |

| M5 Summary of Experimental Design Video (10 Points) | |
|---|---------------------------|
| Title Page & Running Head | Loss of 4 Points Possible |
| 10 Grammatically Correct Numbered Sentences With: hypothesis, learning through continued experiments, random assignment, double blind, support for statistics, inferential statistics, replication, and bias | 10 points |

| M5 Annotated Bibliography (100 points) | |
|---|-----------|
| Title Page & Running Head | 10 Points |
| APA Format and Grammar | 10 Points |
| 7 References | 10 Points |
| Citation Information Correct | 10 Points |
| Summary of Each Article | 15 Points |
| Reflection on Each Article | 15 Points |
| Assessment of Each Article | 15 Points |
| Appropriate Content to Guide a Defined Study | 15 Points |

| M5 Assignment over High School Effects article (20 points) | |
|---|----------|
| Title Page & Running Head | 4 points |

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| | |
|-----------------------------------|----------|
| Reference Page citing the article | 4 points |
| Answers to 6 questions | 6 points |
| Avoids grammar errors | 6 points |

| M7 Elevator Talk (50 Points) | |
|--|-----------|
| Clearly defined and limited topic | 10 points |
| The need for the study | 10 points |
| The purpose of your study | 10 points |
| The methodology you propose to take | 10 points |
| Points off for other issues (lack of clarity, poor communication skills, non-professional dress/presentation, exceeding 3 minutes, etc.) | 10 points |

| M8 Literature Review (100 Points) | |
|--|-----------|
| Title Page & Running Head | 10 Points |
| APA Format and Grammar | 10 Points |
| 10 References Minimum | 10 Points |
| Citation Information Correct | 10 Points |
| Clear Examination of Current Literature and Development Background Necessary for a Proposed Study. | 60 Points |

LEARNING OUTCOME 3: EMAIL TO COMPLETERS

Fw: Graduation Application Response

Koch, Jessica A. <jkoch@ecok.edu>

Tue 2/2/2021 8:35 AM

To: Rodriguez, Makaila M <makmrod@email.ecok.edu>

Cc: Koch, Jessica A. <jkoch@ecok.edu>

Yahoo!!!!

Congratulations, Makaila!

If you have a moment, could you provide me with feedback to the Academic Discipline program by completing this survey: <https://forms.gle/TCPjeS6fg1XE34qb6>. Data collected from this survey is used for the Academic Discipline Annual Report.

Again, Congratulations!

Cheers,
Dr. Koch

*Will update in 2021-2022 with Dispositions Survey link.