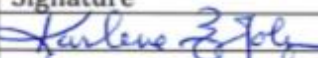

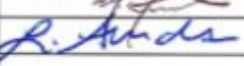


## End of Year Assessment Report for Programs- MAE MASTERS OF ARTS IN EDUCATION

<b>Program: MASTERS OF ARTS IN EDUCATION</b>		<b>Semester/year: SPRING 2019</b>
<b>Program Coordinator: DR. LARISSA MALONE</b>	<b>Meeting Date: May 15, 2019</b>	<b>Submission date: May 24, 2019</b>
Name	Position	Signature
Karlene E Johnson	Assoc. Professor/EDUC 566 instructor	
Kathryn Taylor MARK LAMB	Assoc. Dean, School of Ed	
LISA Amundson	Assoc. Professor Dean School of Education	

### Program Mission Statement

Greenville University teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning.

### Program Objectives

1. Craft scholarly writing which incorporates APA formatting and exhibits critical analysis.
2. Apply critical pedagogy to analyze educational or athletic settings and propose strategies for promoting equity.
3. Infer assumptions embedded into school reform policies. Use assumptions common to successful school reform models to analyze personal, local, and systematic educational/athletic reform approaches.
4. Locate, analyze and synthesize information from primary sources within the educational field.
5. Evaluate and differentiate the quality, purpose, and benefits of research designs and methods.
6. Design and implement scholarly research using qualitative or quantitative methods that results in a thesis addressing an educational problem.

# **Assessment Methods and Benchmarks- SPRING SEMESTER**

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. Craft Scholarly Writing	EDUC 532	EDUC 566 Mini Lit Review	EDUC 583
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: World-Class Paper	Evidence:	Evidence: Final Thesis
PO2. Critical Pedagogy	EDUC 532	EDUC 574 Equity Awareness Paper 4	EDUC 574
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: Multicultural Paper	Evidence:	Evidence: ?
PO3. School Reform	EDUC 532	EDUC 566 CRR(1)	EDUC 574
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: Local Issues in Education Paper	Evidence:	Evidence: ?
PO4. Primary Sources	EDUC 532	EDUC 566 Mini Lit Review	EDUC 583
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: Final Paper	Evidence:	Evidence: Final Thesis
PO5. Research Design	EDUC 566	EDUC 580	EDUC 583
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: ?	Evidence: Thesis Proposal	Evidence: Final Thesis
PO6. Educational Problem	EDUC 566	EDUC 580	EDUC 583
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: ?	Evidence: Thesis Proposal	Evidence: Final Thesis

## Analysis of Assessment Findings- SPRING SEMESTER

Discuss the significance of the findings of the current semester in light of the desired results. What did you learn from the assessment? In particular:

(1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?

**All students meet the standards for the objectives that meet, unless they did not participate. From course evaluations a theme was that students received valuable feedback within the program that they were able to act on. For the beginning course the students enjoyed the discussion boards and understood the program as a whole.**

**Areas of weaknesses would include the Christian values scores, regarding connecting to the profession. In addition, would be the timely completion of the capstone, as there are a fair number of incompletes.**

(2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?

**Although there are incompletes in the capstone the changes in the Capstone within the past two years have decreased dramatically. There has been a significant amount of improvement in preparation for the capstone and students are in general better prepared for the course.**

**Over the past year, significant changes have been made to the thesis process. The process has been streamlined and accountability regarding IRB has been established and implemented. Additionally, the course has been reordered to make for a more streamlined process. This is the first time in recent history that 100% of the students that attempted EDUC 583 will successfully complete their thesis (two are delayed in the review process, but have completed their entire thesis and are just in the editing process).**

(3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment effort.

**This semester we were able to map out the assessment process and get our program objectives. We were able to align our foundational courses with our GLOs as well so that we were able to see I,D,M throughout the foundational courses. Now that we have these mapped out and attached to the assignments we are ready to collect the data to see how student are progressing.**

**We have added a faith and learning assignment to the beginning course of the MAE.**

## Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

**We have bi-annual meetings at the end of each semester to discuss the assessment findings.**

### **Use of Assessment Findings for Program Improvement (Action Plan)- SPRING SEMESTER**

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings.

**We have added an assignment to the introductory course to incorporate faith and learning.**

(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status?

**We plan to streamline the sections of the thesis even more. We have partnered with GU's library to begin a comprehensive process for theses, as we are now part of a repository. This is an ongoing project that is beginning now and will be refined through the 2019-2020 school year.**

(C) For each intended improvement or change in the program stemming from this semester's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

**See above.**

### **Full Year Reflection- FALL/INTERTERM/ SPRING TERM**

Recall the Program Assessment Action Plan from the Fall semester. Now that you have two semesters of following this data collection and reporting format, reflect on your assessment strategy: How well does the data support your learning objectives? Do your procedures for gathering and reviewing information need to be modified? What was done as a response to assessment data in the past? How did it go? Did you make the intended changes from your program's Fall Action Plan, and are you on track with your timeline?

We have made a great deal of changes this year that include:

- This is the first year that we have constructed a curriculum map and identified what courses/assignments are meeting Introduction, Development, and Mastery levels.
- We have also made a major program change that allows flexibility to the student to have electives (and to transfer in a variety of courses.)
- EDUC 532 was revised to better align with the GLOs.
- EDUC 566 was revised to serve as an introduction to scholarly research.
- Continued revisions have occurred in the structure of the capstone research courses: EDUC 580 and 583 revisions.
- Another full-time faculty member was added to the graduate program.

- We began a graduate survey (draft?) for feedback
- We became part of a Repository so that theses are public and accessible to the world.

Additionally, our future plans include:

- A graduate school award (Ed Blue Award?) from the SOE
- Invitation for scholarly presentations: 1) poster presentation with seminar students, 2) judge for seminar students posters, 3) webinar day
- Further streamline the thesis process
- Explore ways in which to incorporate additional ways to stair-step the research process in the individual emphasis areas (through an In-depth review of each emphasis)

### **Supporting Documents- SPRING SEMESTER**

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]