

## End of Year Assessment Report for Programs

Program: MAE

Semester/year: 2019-2020

Contact Person: Larissa Malone

Submission date: 5/12/2020

### Program Mission Statement

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

### Program Objectives

The following Program objectives are organized around the philosophical intent of the framework, and reflect the faculty's desire to prepare candidates who are committed to diversity, technology, and individuals with special needs. They communicate the Unit's intent that all Program completers will:

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.

YEAR ONE FOCUS: Program Objective 1 and Program Objective 2

Program Objective	Introducing	Developing	Mastering
1. Craft scholarly writing, which incorporates APA formatting and exhibits critical analysis.	EDUC 532: World-Class Paper	EDUC 566: Mini Literature Review	EDUC 583: Final Thesis
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: 100% completion	Evidence: 100% completion	Evidence: 90% completion (there are 2 incompletes)

2. Apply critical pedagogy to analyze educational or athletic settings and propose strategies for promoting equity.	<b>EDUC 532: Multicultural Paper</b>	<b>EDUC 574: Equity Awareness Paper 1</b>	<b>EDUC 574: Equity Awareness Paper 4</b>
	Benchmark: >=80%	Benchmark: >=80%	Benchmark: >=80%
	Evidence: 83.3% completion	Evidence: 100% completion	Evidence: 96.3% completion
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%

### Analysis of Assessment Findings – SPRING SEMESTER

Discuss the significance of the findings of the current semester in light of the desired results, findings from previous semesters/years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:  
 The Entire Program is being ramped because of our partnership with Wiley. I am not sure what objectives or assignments will be relevant in the future.

### Sharing and Discussion of Assessment Findings – SPRING SEMESTER

**IN THE PAST:**

We have bi-annual meetings at the end of each semester to discuss the assessment findings. In this process, we: 1) pull the benchmark data from the latest completed semester for each program objective indicator (I, D, and M), 2) we record the data in the table, 3) we individual examine the data to see if there are any patterns or items that stand out, 4) we discuss our individual findings as a group, 5) we highlight and patterns and/or themes that arise from the new data and allow strengths and weaknesses of the program emerge, 6) we reflect on these patterns and/or themes in light of our plans and findings from last assessment, and 7) we formulate new plans.

**IN THE FUTURE:**

I am not sure what assessment will look like, as the course are being built with oversight from Wiley. So, I am unsure what the future plan will be.

### Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

GU + Wiley is the largest item that will bring about future change. Stay tuned.

### Full Year Reflection – FALL/INTERTERM/SPRING TERMS

GU + Wiley is the largest item that will bring about future change. Stay tuned.

### Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]  
 FCARs for 532, 566, 573, and 583 are submitted in the Spring 2020 dropbox.