End of Year Assessment Report for Programs

Program: MAE	Semester/year: Spring 21
Program Director: Paul Alvord (as reported by M. Lamb)	Submission date: May 12, 2021
Year in Operational Plan: Year 1	

Assessment Methods and Benchmarks

Based upon your operational plan, what components of your program are assessed this year? For each program objective being assessed this year, report the data you have collected for Introductory, Developmental, and Mastery levels. Put this information in a chart. Refer back to Section D in your Operational Plan. Because this year has not been a particularly normal year, you may have adjusted your plans. Therefore, report on the data you have available.

Program Objective	Introducing	Developing	Mastering
PO 1	Course Activity: World-Class Paper	Course Activity:	Course Activity:
	Benchmark: > 80%	Benchmark:	Benchmark:
	Evidence: 87% (41 out of 47 students)	Evidence:	Evidence:
PO 1	Course Activity:	Course Activity: Mini Literature Review	Course Activity:
	Benchmark:	Benchmark: > 80%	Benchmark:
	Evidence:	Evidence: 94% (31 of 33)	Evidence:
PO 1	Course Activity:	Course Activity:	Course Activity: Final Thesis
	Benchmark:	Benchmark:	Benchmark: > 80%
	Evidence:	Evidence:	Evidence: 97% (31 out of 32)
PO 2	Course Activity: Multicultural Paper	Course Activity:	Course Activity:
	Benchmark: > 80%	Benchmark:	Benchmark:
	Evidence: 89% (42 out of 47)	Evidence:	Evidence:
PO 2	Course Activity:	Course Activity: Equity Awareness Paper 1	Course Activity:
	Benchmark:	Benchmark: > 80%	Benchmark:
	Evidence:	Evidence: 92% (36 out of 39)	Evidence:
PO 2	Course Activity:	Course Activity:	Course Activity: Equity Awareness Paper 4
	Benchmark:	Benchmark:	Benchmark: > 80%
	Evidence:	Evidence:	Evidence: 92% (23 out of 25)

Analysis of Assessment Findings

We believe the results demonstrates a positive reflection of a deliberate attempt to create a greater understanding of diversity in the program. These assignments reflect the attempt by the SOE to get students to examine the impacts and effects of diversity in education. Being year 1 of the assessment cycle, we do not see enough data to specifically identify strengths and weaknesses in the program.

Sharing and Discussion of Assessment Findings

The data/evidence will be analyzed by the full-time graduate faculty, the dean of graduate studies and the director of the school of education twice a year. As a team we will review FCAR data, course evaluation data and exit survey data. Based on the information gathered, we will decide what, if any, program changes need to be made. We are aware that each program objective and its assessment does not operate in a silo; we will keep in mind that there is a connectedness between objectives and assessments and be open to review, modify, and adjust any objectives and assessments each year, if need be. Relevant data will be shared at departmental meetings.

Use of Assessment Findings for Program Improvement (Action Plan)

Since this is year 1 of our assessment cycle, we are establishing base line data for further evaluation. Initial data from SLOs are as follows:
Obj 1 – 3.9
Obj 2 – 4.2
Obj 3 – 3.8
Obj 4 – 4.2