**PROGRAM ASSESSMENT REPORTS**

**SCHOOL OF EDUCATION**

**MASTER DEGREE PROGRAMS**

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**Goals and Objectives:**

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment for both pre-service educators as well as advanced preparation for inservice educators.

The specific goals and objectives of the Master of Education programs are to provide students with opportunities to become confident, caring, reflective educators by:

1. earning academic credentials that may allow them to advance in the chosen field of employment;
2. experiencing personal growth and understanding through in-depth study in the area of concentration and certification;
3. expanding the student’s Christian values through course work and campus activities;
4. specializing in a chosen area or discipline;
5. building upon their undergraduate studies and work experience to broaden their knowledge base in the teaching field; and
6. becoming strong professional leaders in their chosen discipline and area of certification.

**M.Ed. Art Education**

**Mission: The M.Ed. Art Education offers a strong foundation in art history and art portfolio advancement. The student who wishes to specialize in art must present an artwork portfolio to be reviewed by the graduate art faculty. A positive evaluation is required for admission to the program.**

1. **Within the institution’s mission to provide academic programs to promote student learning (WCU 1) and to provide an environment that supports student learning (WCU 2), the M.Ed. Art Education has six singular, specific, and measureable SLOs.**
   1. **Graduate School of Education Exit Survey** requires students to demonstrate the ability to analyze the 12 program components with a three or higher on a five point Likert scale:
      1. My advisor provides high quality guidance information for my program;
      2. My instructors are highly qualified in their subject areas. They communicate their knowledge in the university classroom;
      3. The Library (its databases, books, media, periodicals, and online resources) supports a quality learning experience in my program;
      4. The facilities for the School of Education encourage a quality learning experience;
      5. My university classrooms support current technology necessary for my preparation as an educator in the modern classroom;
      6. My instructors practice what they preach by modeling best teaching practices;
      7. I feel well prepared to communicate my ideas in writing addressing current issues in my field;
      8. I am well prepared to critically evaluate the literature in my field and to synthesize the literature from a variety of sources;
      9. The School of Education makes available classes that will allow me to complete my program in a timely manner;
      10. I believe there is a strong commitment on the part of faculty and staff in my program to meet my individual needs;
      11. The School of Education is carrying forth its mission to prepare me as a confident, caring, reflective decision-maker;
      12. I encounter diversity in my course content, my interactions with faculty, and discussions with students.

Table 1. Exit Survey

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Advisor Effectiveness | 4.00 | -- | -- |
| Faculty Expertise | 5.00 | -- | -- |
| Library Resources | 5.00 | -- | -- |
| Modern Facilities | 5.00 | -- | -- |
| Technology Resources | 5.00 | -- | -- |
| Best Practices | 5.00 | -- | -- |
| Scholarly Writing Training | 5.00 | -- | -- |
| Research Skills Training | 5.00 | -- | -- |
| Class Availability | 5.00 | -- | -- |
| Individual Needs Met | 5.00 | -- | -- |
| School Mission Realized | 5.00 | -- | -- |
| Diversity | 4.00 | -- | -- |
| N= | 4 | 0 | 0 |

* 1. **Comprehensive Examination:** Students (90%) pass the comprehensive examination with a 3 or higher on a five point Likert scale rubric.
     1. Ability to Demonstrate Content Knowledge at a Graduate Level
     2. Ability to Problem Solve Based on a Scenario
     3. Ability to Analyze and Evaluate Information Presented in the Examination

Table 2. Comprehensive Examination Results

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Question 1 | 4.00 | -- | -- |
| Question 2 | 4.00 | -- | -- |
| Question 3 | 3.50 | -- | -- |
| Question 4 | 4.75 | -- | -- |
| Question 5 | 4.50 | -- | -- |
| N= | 4 | 0 | 0 |

* 1. **Designing an interdisciplinary unit** – The student will show understanding of how to use a variety of instructional strategies to encourage learners to develop deep understanding of integrated content. The student will achieve 85% on each of eight indicators. This instrument was replaced by *The Planning Commentary* in Fall 2017.
     1. Topic and topical theme description;
     2. Unit overview well organized;
     3. Generalizations well designed and aligned to standards;
     4. Guiding questions built into the unit and aligned to generalizations;
     5. Teaching strategies described in detail;
     6. Culminating task described and assessment rubric provided;
     7. Lesson plan procedures;
     8. Overall design.

Table 3. Designing an interdisciplinary unit

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Topic and theme | 98 | 100 | -- |
| Unit overview | 99 | 100 | -- |
| Generalizations | 99 | 100 | -- |
| Guiding questions | 99 | 100 | -- |
| Teaching strategies | 98 | 100 | -- |
| Culminating task | 99 | 100 | -- |
| Lesson plan | 98 | 100 | -- |
| Overall design | 99 | 96.10 | -- |
| N= | 4 | 2 | 0 |

* 1. **The Planning Commentary** - was implemented Summer 2017 as a new comprehensive assessment package based on EdTPA. Students will score a 3.00 or higher on a four point Likert Scale in three indicators. The student will plan supporting student learning, using knowledge of students’ skills in planning, and designing informal and formal assessments during the planning process.
     1. How do they plan to support student learning: use of facts, concepts, and interpretation of content?
     2. How do they use knowledge of the students to support learning to make and explain judgments about the content?
     3. How do informal and formal assessments provide information to understand student progress toward the standards/objectives?

Table 4. Planning Commentary Interdisciplinary Integrated Unit

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Explaining the Content | 4.0 | -- |
| Judgment about Content | 4.0 | -- |
| Planning for Assessment | 4.0 | -- |
| N= | 4 | 0 |

* 1. **Assessment of Student Learning** – The student will know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary/secondary student. The group mean will be 3.0 or higher on a four-point scale. This is a new assessment starting in summer 2016.
     1. Analyzing student work.
     2. Using assessment to inform instruction.
     3. Using feedback to guide learning.
     4. Monitoring students’ progress and adjusting instruction.
     5. Understanding the academic content language demands.
     6. Developing students’ academic content language.
     7. Analysis of impact on student learning.

Table 5. Assessment of Student Learning

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Analysis | 4.0 | -- |
| Assessment | 4.0 | -- |
| Feedback | 4.0 | -- |
| Monitoring/Adjusting | 4.0 | -- |
| Understanding Academic Content | 4.0 | -- |
| Developing Academic Content | 4.0 | -- |
| Impact on Learning | 4.0 | -- |
| N= | 4 | 0 |

* 1. **Curriculum Art Model –** Students will demonstrate knowledge of the development in the art curriculum from the early 1990s through the articulation of new standards in 2014. Students develop curriculum art models to describe the trends in art education. Students will earn a mean of 3.00 or higher on a four point Likert Scale on each indicator.
     1. Strength of the model;
     2. Historical understanding;
     3. Current understanding;
     4. Presentation at Mississippi Arts Education Association Conference.

Table 6. Curriculum Art Model

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Strength of the model | 4.00 | 4.00 | -- |
| Historical understanding | 4.00 | 4.00 | -- |
| Current understanding | 4.00 | 4.00 | -- |
| Presentation at conference | 4.00 | 4.00 | -- |
| N= | 4 | 6 | -- |

\*Course not offered in 2017-2018.

1. **What students learned as documented by learning measurements.**

The M.Ed. Art Education is designed to meet the professional and educational needs of artists employed in the K-12 school system. Emphasis is placed on multiple intelligences lesson planning design and a strong focus on the learning styles of all students. Artist educators believe that the inclusion of the arts in elementary and secondary curricula produce stronger student growth academically, intellectually, emotionally, and socially. This is well documented in the research with experimental art schools in elementary, middle, and high schools. Montessori in preschool and elementary education also has a strong commitment to the arts. These concepts are a major focus of the graduate program.

1. **Documented evidence of what students learned and did not learn based on SLOs.**

**What students learned?**

M.Ed. Art Education students demonstrated experience and professional growth in portfolio assessment, authentic assessment (pre and post). Building models of trends in art education will be useful when teaching art history in the school curricula. There were strong results in the comprehensive examinations exhibiting strengths in content knowledge and application/synthesis of art concepts.

**What students did not learn based on SLOs?**

The M.Ed. Art Education program results do not indicate any areas of poor learning growth in content knowledge or application. This may be due to the low enrollment (N=4) which will not provide an accurate depiction of overall student growth in the greater art education population (Bachelor of Arts) at the university. Differentiated instruction continues to be an average area of performance due to the difficulty of applying differentiation to wide range of differing student needs, strengths, and interests within each classroom.

1. **Evidence of continuing appropriate programmatic SLOs.**

Enrollment continues to be an issue. The tornado in 2017 destroyed the art studios forcing the department to be moved to a trailer while the building is being rebuilt. The tornado destroyed six buildings on campus creating a massive restructure of facilities allotment under emergency conditions. Hopefully this enrollment crisis will be improved when the new building comes on line. Instructors across education and art are committed to increasing their emphasis on higher order critical themes and implementing strategies to provide more classroom interaction in an online environment.

1. **Evidence of programmatic revision or improvement for weak results on SLOs.**

The Teacher Performance Assessment (TPA) is designed to analyze educators’ professional growth throughout the M.Ed. programs. The TPA implementation started with Planning For Instruction Model and will continue to be implemented with Assessing Student Learning, Context for Learning, Engaging Students, and Grading Rubrics. This TPA (five key assessments) will substitute for the Instructional Unit and the Comprehensive Examination.