**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. Mathematics Education**

**Mission: The M.Ed. Mathematics Education, in keeping with the goals and objectives statement of the Master of Education program, offers a graduate master’s curriculum designed to provide students with 1) academic credentials that will enable them to advance in their chosen fields of employment; 2) opportunities to specialize in the particular field of mathematics education; 3) opportunities to supplement their undergraduate studies and work experience; and 4) opportunities to become strong professional leaders within the mathematics discipline. Typically the Master of Education candidate who wishes to specialize in mathematics should be an undergraduate mathematics major, or at least a strong minor.**

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. Mathematics Education has four 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 | 4.5 | 4.0 | -- |
| Faculty Expertise | 4.5 | 5.0 | -- |
| Library Resources | 4.7 | 3.0 | -- |
| Modern Facilities | 4.7 | 5.0 | -- |
| Technology Resources | 4.5 | 5.0 | -- |
| Best Practices | 4.2 | 5.0 | -- |
| Scholarly Writing Training | 4.5 | 5.0 | -- |
| Research Skills Training | 4.7 | 5.0 | -- |
| Class Availability | 4.7 | 5.0 | -- |
| Individual Needs Met | 5.0 | 5.0 | -- |
| School Mission Realized | 4.5 | 5.0 | -- |
| Diversity | 4.5 | 5.0 | -- |

* 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 | -- | 5.0 | 3.5 |
| Question 2 | -- | 5.0 | 5.0 |
| Question 3 | -- | 5.0 | 5.0 |
| N= | 0 | 1 | 1 |

* 1. **Planning Commentary Interdisciplinary Integrated 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 3.0 or higher out of a four-point Likert scale. The Planning Commentary was implemented August 2017 as a new comprehensive assessment package based on EdTPA.
		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 5. Planning Commentary Interdisciplinary Integrated Unit

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Explaining the Content | 4.0 | 4.00 |
| Judgment about Content | 4.0 | 4.00 |
| Planning for Assessment | 4.0 | 4.00 |
| N= | 4 | 12 |

* 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.
		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 8. Assessment of Student Learning

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Analysis | 4.00 | 4.00 |
| Assessment | 4.00 | 4.00 |
| Feedback | 4.00 | 4.00 |
| Monitoring/Adjusting | 4.00 | 4.00 |
| Understanding Academic Content | 4.00 | 4.00 |
| Developing Academic Content | 4.0 | 4.00 |
| Impact on Learning  | 4.00 | 4.00 |
| N= | 4 | 2 |

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

The M.Ed. Mathematics Education degree is designed to increase the mathematics content knowledge and technology skills for graduate educators serving in the K-12 setting. These educators through the EdTPA process have experienced the entire curriculum design process based on national mathematics standards. They are implementing integrated teaching units with a strong technology emphasis. Mastery learning and differentiation of instruction are key concepts in the program in order to build a productive learning environment.

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

**What students learned?**

 M.Ed. Mathematics Education students reported high satisfaction (Exit Survey) in Technology Resources (5.0), Best Practices (5.0), Research Skills Training (5.0), and Faculty Expertise (5.0).

The comprehensive examination documents content knowledge and application of skills. It isn’t diagnostic due to the fact of the low number of students completing the examination (one over three years). Planning Commentary Interdisciplinary Integrated Unit project (4.0 in all indicators) allows the students to design powerful learning experiences based on brain-based research and assessment the classroom based on value-added authentic assessments.

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

While the training in differentiated instruction has been in place across the nation for more than five years, educators struggle with the concept because they seem unable to recognize their role as facilitator rather than classroom leader and major focus of instruction. This philosophical block creates a dynamic for conflict between the teacher’s instruction and the teacher allowing children to follow the learning and their interests wherever they go.

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

All SLOs are being continued without revision. They offer strong evidence for the purposes of program review. Unfortunately the low enrollment numbers don’t produce a strong enough profile of the program.

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

There were no weak results in the SLOs (due to low enrollment). The Department of Mathematics is committed to upgrading the mathematics technology courses with new applications and upgraded software/hardware.