**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. Social Studies Education**

**Mission: The M.Ed. Social Studies Education offers a unique program with a focus on the development of empires in world history. There are nine hours in curriculum and instruction provided by the School of Education. The other 15 hours are provided by the Department of History covering a range of topics: empires, revolutions, Mississippi history, Civil War, Early Church, Historiography, Renaissance and Reformation, Asia, and Africa. The degree program is designed for master secondary teachers delivering instruction in social studies: history, geography, politics, government, psychology, economics, and geography.**

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. English 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 | 4.0 | -- | 4.7 |
| Faculty Expertise | 4.0 | -- | 4.7 |
| Library Resources | 4.5 | -- | 4.0 |
| Modern Facilities | 4.5 | -- | 4.7 |
| Technology Resources | 4.0 | -- | 5.0 |
| Best Practices | 3.5 | -- | 4.7 |
| Scholarly Writing Training | 4.0 | -- | 4.3 |
| Research Skills Training | 4.5 | -- | 4.7 |
| Class Availability | 4.5 | -- | 4.3 |
| Individual Needs Met | 5.0 | -- | 5.0 |
| School Mission Realized | 4.0 | -- | 5.0 |
| Diversity | 4.0 | -- | 4.3 |

* 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 | -- | 4.0 | 4.0 |
| Question 2 | -- | 4.0 | 3.6 |
| Question 3 | -- | 4.0 | 4.0 |
| N= | 0 | 4 | 3 |

* 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 Fall 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 3. Planning Commentary Interdisciplinary Integrated Unit

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Explaining the Content | -- | 4.0 | -- |
| Judgment about Content | -- | 4.0 | -- |
| Planning for Assessment | -- | 4.0 | -- |
| N= | 0 | 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.
     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 4. Assessment of Student Learning

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Analysis | -- | 4.00 | -- |
| Assessment | -- | 4.00 | -- |
| Feedback | -- | 4.00 | -- |
| Monitoring/Adjusting | -- | 4.00 | -- |
| Understanding Academic Content | -- | 4.00 | -- |
| Developing Academic Content | -- | 4.00 | -- |
| Impact on Learning | -- | 4.00 | -- |
| N= | 0 | 4 | 0 |

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

The M.Ed. Social Studies Education degree is designed to meet the needs and interests of secondary students in the area of social studies. The Instructional Unit was the strongest area of professional development for all the educators. The secondary schools are caught between meeting high-stakes test standards and meeting the needs of individual students through differentiated instruction. The Planning Commentary Interdisciplinary Instructional Unit indicates that students are excelling at unit development, critical thinking, and the development of informal/formal assessments resulting in culminating tasks.

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

**What students learned?**

M.Ed. Social Studies Education students demonstrated strengths in unit designs, lesson planning, and aligning curriculum frameworks. All students demonstrated strong content knowledge and application in the comprehensive examinations.

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

The M.Ed. Social Studies students have excelled in their understanding of historiography, current social studies research, and content knowledge. Their work in Social Studies education best practices appears to be limited in the area of instructing diverse communities of secondary students.

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

All SLOs will be continued as they provide strong diagnostic evidence of program components. New SLOs are being considered in the EDU Course Binder.

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

The Teacher Performance Assessment is designed to analyze educators’ professional growth throughout the M.Ed. program. In Social Studies education, strong assessment tools (formative and summative authentic assessments) are being added due to the high-stakes testing environment in secondary Social Studies.