**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. Teaching and Learning Globally**

**Mission: The M.Ed. Teaching and Learning Globally, 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 a rich foundation of research information concerning international education across the globe.**

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. Teaching and Learning Globally has three singular, specific, and measureable SLOs.**
   1. **The Reflective Question** (EDU 636) requires students to exhibit scholarly professional writing skills and achieve a group mean score of 80% (“Target” and “Acceptable” combined) when being assessed using The Reflective Question Rubric.
      1. Synthesis – the ability to combine information and ideas into a theory or system;
      2. Application – the application of rules to specific cases;
      3. Reflection – serious thought or consideration;
      4. Clarity – the quality of coherence and intelligibility.

Table 1. The Reflective Question

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Synthesis | -- | -- | 4.00 |
| Application | -- | -- | 4.00 |
| Reflection | -- | -- | 4.00 |
| Clarity | -- | -- | 4.00 |
| N= | 0 | 0 | 4 |

\*Program started in spring 2017.

* 1. **Assessing Student Learning:** Students will assess their students’ learning through analysis of informal and formal performance indicators, feedback, monitoring and guiding students. The students will have a group mean of 3.0 or higher on a four point Likert scale.
     1. Analyzing Student Work ACEI 4.0
     2. Using Assessment to Inform Instruction ACEI 3.1
     3. Using Feedback to Guide Further Learning ACEI 4.0
     4. Monitoring Student Progress and Adjusting Instruction ACEI 4.0
     5. Understanding Language Demands and Resources

Table 6. Assessing Student Learning

|  |  |  |
| --- | --- | --- |
| Indicators | 2016-2017 | 2017-2018 |
| Analysis | -- | 4.0 |
| Informing Instruction | -- | 4.0 |
| Feedback | -- | 4.0 |
| Monitoring | -- | 4.0 |
| Understanding Language | -- | 4.0 |

\*This key assessment was started in EDU 640 in 2016.

* 1. **Technology Unit** – The students will demonstrate technology competencies in the design of a unit based on eight indicators. The group mean will be 3.00 or higher on each indicator.
     1. Synthesis of knowledge;
     2. Organization on concepts and content knowledge themes;
     3. Teaching across the curriculum;
     4. Common core standards aligned with activities;
     5. Developmentally appropriate language arts activities;
     6. Integration of multiple intelligences activities;
     7. Demonstration of depth of procedures;
     8. Demonstration of technology integration.

Table 5. Technology unit

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | 2015-2016 | 2016-2017 | 2017-2018 |
| Synthesis | -- | 3.82 | -- |
| Organization | -- | 3.85 | -- |
| Teaching curricula | -- | 3.90 | -- |
| Common core | -- | 3.94 | -- |
| Language Arts | -- | 3.87 | -- |
| Multiple intelligences | -- | 3.91 | -- |
| Procedures | -- | 3.64 | -- |
| Tech integration | -- | 3.84 | -- |
| N= | 0 | 4 | 0 |

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

The M.Ed. Teaching and Learning Globally degree is not reaching its enrollment goals. At present there are four students in the program. Technology requirements are being met at high standards (3.8-3.9) except for technology procedures (3.64) which are well above the standard (3.00). This degree is designed for international educators who are in the United States or studying in their home country with the express purpose to improve education in their international settings. This degree has had difficulty when advertising outside the state of Mississippi. Therefore this researcher has little data to form conclusions and recommendations.

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

**What students learned?**

Not sufficient data with N=4.

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

Waiting for the student population enrollment to improve to develop a cohort of international educators.

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

No evidence as yet.

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

The largest issue is the public relations and advertising this degree to the appropriate international education audiences. When this cohort develops, the school will move forward to test the efficacy of the curriculum.