



Annual Assessment Report 2021-2022

MA Education

Education

College of Education and Integrative Studies

CONTACT

Name of Program Assessment Lead Jann Pataray-Ching

Name of Person Completing Report Jann Pataray-Ching

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Course Syllabi

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 4

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: Students will understand and apply educational research methods and approaches to produce scholarly or creative projects papers, projects or performances that contribute advancement of the field.

Student Learning Outcome (SLO): Students will understand and apply educational research methods and approaches to produce scholarly or creative projects papers, projects or performances that contribute advancement of the field.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning 	<ul style="list-style-type: none"> Capstone product (e.g., project, senior thesis, etc) 	<ul style="list-style-type: none"> Used rubric or scoring guide
<ul style="list-style-type: none"> Investigated other pressing issues related to SLO achievement. Please explain: We are left with 1 fulltime tenured and 2 halftime FERPing faculty for 161 students. 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
3 examples of student work of projects.	The goal of success in creating a rubric was measured through the analysis of faculty member scores of the three projects scored.	The goal was to create a rubric for assessing projects. The department did meet their goal.	The department became even more acutely aware of the difficulty of completing program, department, college, and university tasks with so few tenure-track faculty. As of the fall 2022 semester, the graduate program has 1 full-time tenured and 2 half-time FERPing faculty for 161 master's students doing projects/theses.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- A committee of program/department faculty

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.

The graduate program is in need for more tenure-line faculty who can serve as committee chairs to evaluate the culminating experiences of currently 161 active master's students, most of whom are in the curriculum & instruction option. Students still struggle with synthesizing the literature, so more attention needs to be applied to guiding students through coursework. We have put attention into strengthening the courses to include a greater emphasis on synthesizing the literature. We are trying to put greater emphasis on finding appropriate research for projects/theses/comprehensive exams. In the literature review chapter of project/theses, committee chairs need to emphasize helping students to strengthen their literature syntheses. There was a great investment of time in creating, calibrating, and normalizing the rubric for assessment of the SLO.

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

We agreed that we should have each project/thesis carry a DEI/social justice component. The three diversity courses across the 3 options include the same SLOs. As a result, we updated syllabi, applying or modifying SLOs for some of the courses to keep the three diversity consistent with one another. The Department of Educational Leadership prepared 7 videos of doctoral students discussing ways that they moved their dissertation research on issues of equity to implement of processes of improvement at their campus. These are resources for the DEI/social justice component. Ashley Jones, the college communication specialist is posting these videos every two weeks until all 7 are available for use in classes to be used as examples of a DEI/social justice emphasis. The most recent video posted focuses on addressing equity gaps caused by the pandemic. It is on the website now: <https://www.cpp.edu/ceis/edleadership/equity-minded-leadership-podcast1/index.shtml>

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan

No

Curriculum Matrix

No