Student Outcomes Assessment and Success Report AY2020-21   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: Teaching and Learning Master's Degree Program
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Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

We selected three courses such as ELED 532, EDUC 660, and EDUC 610 to see the alignment between the required student learning outcome and course work. Among five categories of student learning outcome, we selected #2, #4, and #5 to collect and analyze the data. For the data, we made the list of the exemplary course assignment, assignment description, # of students who passed or failed, and the assignment rubric in a row.

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
Outcome #5. Candidates will achieve mastery of the skill (including using appropriate tools) required in their discipline or profession.	Candidates used their knowledge of basic research concepts and methodologies to design a research investigation. Description: Candidates will identify components of educational research including: basic concepts, the research process, procedures, collecting & analyzing data, commonly used methodologies in qualitative, qualitative, or mixed methods and will demonstrate their	100% of students will score an 80% or above on the research investigation project	Spring 2021 (N=17) 91-100 % = 15 81-90 %= 0 71-80 %= 1 0-70 %= 1 88% of students scored an 80% or above.	In the previous year, most of candidates identified components of educational research including: basic concepts, the research process, procedures, collecting & analyzing data, commonly used methodologies in qualitative, qualitative, or mixed methods and demonstrated their understanding by designing a research investigation. At this point, we will be considering the few students who earned under 80% for any assignment/activity to

	understanding by designing a research investigation. Selected Course: EDUC 610, Research in Education			determine if it appears to be an anomaly or if changes need to be made to the course/assignment/activity.
Outcome #4. Candidates will identify the concept of curriculum, identify and articulate curriculum in American schools from both historical and current perspectives. Candidates will examine and articulate multiple approaches to curriculum development and implementation.	Candidates conducted a curriculum analysis project. Description: Candidates will identify the concept of curriculum, identify and articulate curriculum in American schools from both historical and current perspectives. Candidates will examine and articulate multiple approaches to curriculum development and implementation Selected Course: EDUC 660, Curriculum Fundamentals	100% of students will score an 80% or above on the curriculum analysis project.	Fall 2020 (N=21) The final project had 19 scores between 90-100% and 2 scores between 80-90%. 100% of students scored at or above an 80%	In the previous year, most candidates identified the concept of curriculum, identified and articulated curriculum in American schools from both historical and current perspectives. Most candidates examined and articulate multiple approaches to curriculum development and implementation. At this point, we will be considering the few students who earned under 80% for any assignment/activity to determine if it appears to be an anomaly or if changes need to be made to the course/assignment/activity.
Outcome #2. Engage in and meaningfully contribute to diverse and complex communities and professional environments.	Selected Course: ELED 532, Early Childhood: Teaching Within a Diverse Society	100% of students will score an 80% or above on the action research project.	Spring 2021 (N=6) 100% of students scored at or above an 80%.	This year, we had all the students complete this lesson plan assignment successfully. The instructor provided the students with the clear rubric of the assignment and responded students' questions using the sample lesson plan and the lesson plan template in class.
Outcome #3. Recognize and act on professional and ethical challenges that arise in their field of study.	Candidates drafted a proposal of an action research project after applying multicultural educational theories and best practices to identify,	100% of students will score an 80% or above on the action research project.	Spring 2021 (N=0) Although we offered the course, no student registered it because of COVID-19 pandemic. Thus,	In the previous year, most candidates developed knowledge of research methodologies and ethics as well as quantitative and qualitative approaches and

	define, and solve problems in teaching & learning contexts. Description: Candidates will develop knowledge of research methodologies and ethics as well as quantitative and qualitative approaches and use this knowledge to draft a proposal of an action research project. Selected Course: EDUC 775, Action Research in Education		during the spring of 2021, we did the internal survey for our graduate students to know how many students will need to take EDUC 775 in the spring of 2022 as we offer this course only spring semester per year. As the result, the total number is more than five. Therefore, we will offer the course in the spring of 2022.	used this knowledge to draft a proposal of an action research project. For the quality of the course contents and future direction, we asked the tenured faculty member (i.e., Dr. Kathryn Bauserman) who has interest of research and field experiences to teach the important course for the long-term reputation and goal for the spring of 2022. This time, we did not have any students for the course, EDUC 775. We will advertise the course for candidates who need to take before their graduation as the course is the culminating experience course for our program.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table
   a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
   b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
   c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
   d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities
Use Blue Reports to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:
   1) Cohort Sizes (22)   2) Year-to-Year Retention (100%)   3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate): about 2 years

What worked well in supporting student success this year?
Some faculty members held e-coffee house time by Zoom this year when COVID-19 Pandemic hit the USA.

The dedicated faculty members consistently have worked with students with "two-way communication" method. For instance, the graduate faculty advisers have communicated with current students about any issues such as the course work per semester and counting the transferred credits.

What are the most significant opportunities for improvement upon which to focus in the coming year?
As you see the Table 2. "Data on Major," in the fall of 2019, we only had 8 major students. In the fall of 2020, we have 22 graduate students majoring in Teaching and Learning Master's degree program. This program is growing fast despite COVID-19 Pandemic.

Degrees Awarded, we only had two students graduated from ISU (2020-2021). In December of 2021, we will have three more students are planning to graduate from ISU. That means that we need to work on the recruitment to keep the cohort size (i.e., about 20) to offer necessary courses for the continuing students. In addition, many graduate students are part-time students.

Part 2: Continuous Quality Improvement

We are initiating these three goals as a first step to an organized ongoing process of continuous quality improvement for the Teaching & Learning MEd program. The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every P-12 student reaches the goal of being ready to enter college or the workforce in today's world.

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:
   1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)

We believe that these goals will positively impact student success by providing consistent monitoring of student progress which will ultimately provide for both a stronger bond between advisors and students as well as having a pro-active approach to scheduling issues that could lead to delayed graduation. For instance, for the curriculum, graduate advisors and I discuss the best way to interact and communicate with graduate students' learning contents and environment. We have discussed the best platform for the on-line classes such as using Zoom, Yuja, Kahoot, Mentimeter, Google Meet, and/or Microsoft Teams and endeavored to find out the most appropriate ones for the target population. For the content and content application, we have required the field-based research practice and discussed how to apply the knowledge from each class into the current field and environment. For the instructional practice, we have carefully designed assignments for the individual or a small group projects or presentations to lead the class contents. For the professional responsibility, we have kept the attendance and the confidentiality of research sites & participants and discussed netiquette in the on-line discussion and classroom settings.

2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**

Based on the assessment data, students have demonstrated the knowledge necessary to create, use, assess, and manage theoretical and practical applications of Teaching and Learning and processes in real classroom settings. By the way, COVID-19 Pandemic affected many graduate courses with field experience such as EDUC 775 Action Research. For instance, students could not go to the field and do research for the course major assignment. Student work samples and action research based academic papers can be provided as evidence that learning is improving.

3) **what your assessment plan will focus on in the coming year**

In the coming year, we will contact the course instructors and discuss the Assessment Plans and Rubrics by aligning InTASC Standards. I will carefully assess and evaluate whether or not the courses reflect on the implementation of the InTASC standards. The program will be looking at the Assessment Plan (both the Student Outcomes and all relevant indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university and state.

4) **how this information will be shared with other stakeholders (e.g., students, faculty members, school principals, etc.)**

This information will be shared with Teaching and Learning Master's degree program committee members and graduate advisors.
The information will be also shared through course announcements, social media/email communications, website news, school meetings, social events, and professional development workshops with other stakeholders. It is necessary to discuss any related issues with graduate students in class or during the graduate advisor's advising time. In addition, we can also set up the meeting with future employers such as school principals or directors and discuss this information.

EDUC 610
Assignment: Research Investigation Paper Rubric

	1	2	3	4
Introduction	Little to no background information presented	- Uses more than 2 sentences toremind readers what proposal is about - State the paradigm (qual orquant) or methods proposed	- Uses more than 2 sentences toremind readers what proposal is about - States the paradigm (qual orquant) and methods proposed.	- Briefly (1 or 2 sentences) remind readers what proposal is about - States the paradigm (qual orquant) and methods proposed.
Relevant Literature	One of these three - Connects method to qual/quant research - Describes how method has been used in other studies - Cites two sources	Two of these three - Connects method to qual/quant research - Describes how method has been used in other studies - Cites two sources	Two of these three - Connects method to qual/quant research - Describes how method has been used in other studies - Cites three sources	- Connects method to qual/quant research - Describes how method has been used in other studies - Cites three sources
Sampling	- Little to no description ofhow sampling will be conducted	One of these three - Describes where data will becollected - Describes participant selection/recruitment - Shares permissions needed toethically conduct the study	Two of these three - Describes where data will becollected - Describes participant selection/recruitment - Shares permissions needed toethically conduct the study	- Describes where data will becollected - Describes participant selection/recruitment - Shares permissions needed toethically conduct the study
Data Collection	- Little to no description ofhow data will be collected	- Address one of the three points from W11Slide5 givenyour paradigm (qual/quant)	- Address two of the three points from W11Slide5 givenyour paradigm (qual/quant)	- Address all three points fromW11Slide5 given your paradigm (qual/quant)
Data Analysis Qual ----------------- **Quant**	- Little to no description of dataanalysis	- Address three of the sixpoints from W11Slide6 --- - Address two of the fourpoints from W11Slide6	- Address four of the six points from W11Slide6 --- - Address three of the fourpoints from W11Slide6	- Address all six points fromW11Slide6 --- - Address all four points fromW11Slide6

Conclusion	- Little to no summary of thechapter's content	- Limited (3 or fewer sentences) summary of thechapter's contents	- Overly wordy (6 or more sentences) summary of the chapter's contents	- Briefly (4-5 sentences) summarize the chapter'scontents
References	One or no citations	Two citations	APA 7 format At least three citations	Perfect APA 7 format At least three citations listed

EDUC 660
The curriculum analysis project rubric

	5	3	1	Total
Presentation - Organization	Paper is professionally presented with regard to mechanics, layout and appearance. Guidelines have been followed. Paper is well organized with well-constructed paragraphs and subheadings. APA formatting is correctly and consistently used throughout the paper.	Paper is somewhat professionally presented with regard to mechanics, layout and appearance. Most guidelines have been followed. Paper is somewhat organized. APA formatting is generally used correctly throughout the paper.	Paper is not professionally presented with regard to mechanics, layout and appearance. Guidelines have not been followed. Paper is not organized. APA formatting is used incorrectly throughout most of the paper.	
Introduction	Introduction has a sharp, distinct focus, including school description and its vision of curriculum. The reader has a clear understanding of the purpose of the paper.	Introduction is somewhat focused. Reader has some knowledge of school and its vision of curriculum. The reader has an adequate understanding of the purpose of the paper.	Introduction is vague. The reader is unclear about the school context and/or its vision of curriculum. The purpose of the paper is not clearly stated.	
Curriculum Identification and Situation	Curriculum is clearly identified and a clear convincing case is made for situating it in 1-2 dominant cultures (it is possible that even though you strongly identify with 1-2 cultures some of the following pieces may be better represented by other cultures)	Curriculum is somewhat identified. An adequate case is made for situating it in any of the cultures of curriculum.	Curriculum is not clearly identified. Little to no case is made as to why it is situated in any of the cultures of curriculum.	
	10	**7**	**4**	
Content/Beliefs and Practices for Learners and Teachers	Shows clear and convincing evidence of connecting beliefs and practices for Learners and Teachers.	Shows some evidence of connecting beliefs and practices for Learners and Teachers.	Shows limited evidence of connecting beliefs and practices for Learners and Teachers.	
Content/Beliefs and Practices for Content and Context	Shows clear and convincing evidence of connecting beliefs and practices in Content and Context.	Shows some evidence of connecting beliefs and practices to Content and Context.	Shows limited evidence of connecting beliefs and practices to Content and Context of the curriculum.	
Content/Beliefs and Practices for Curriculum	Shows clear and convincing evidence of connecting beliefs and	Shows some evidence of connecting beliefs and practices for	Shows limited evidence of connecting beliefs and practices for	

Planning and Evaluation	practices for Curriculum Planning and Evaluation.	Curriculum Planning and Evaluation.	Curriculum Planning and Evaluation.	
Dilemmas of Practice/Reflections	Dilemmas of practice/reflections are thoughtful and realistic. Opinions are clearly stated and supported.	Dilemmas of practice/reflections are somewhat thoughtful and realistic. Opinions are stated and somewhat supported.	Dilemmas of practice/reflections are neither thoughtful nor realistic. Opinions are neither stated nor supported.	
	5	**3**	**1**	**Total**
Conclusion	Conclusion clearly summarizes what was contained in the paper.	Conclusion is somewhat clear.	Conclusions are not stated.	
TOTAL			**Your final points (out of 60)**	

ELED 532
Assignment Rubric of **Multicultural/Anti-bias Lesson Plan**

	ELED 532 Early Childhood: Teaching with a Diverse Society				Points Earned
	Assignment Topic: Multicultural/Anti-bias Lesson Plan				
		Exceeds Expectations	**Meets Expectations**	**Develops Expectations**	**Does Not Meet Expectations**	
NAEYC	**CRITERIA**	**4 points**	**3 points**	**2 points**	**1 point**	
Standard One	Demonstrates understanding of child development and learning	Evidence shows that the candidate: Documents an understanding of five areas of development and relationship to learning. (eg: social, emotional, cognitive, large motor, and small motor)	Evidence shows that the candidate: Documents an understanding of four areas of development and relationship to learning. (eg: social, emotional, cognitive, large motor, and small motor)	Evidence shows that the candidate: Documents an understanding of three areas of development and relationship to learning. (eg: social, emotional, cognitive, large motor, and small motor)	Evidence shows that the candidate: Fails to document an understanding of five areas of development and relationship to learning. (eg: social, emotional, cognitive, large motor, and small motor)	
Standard Two	Demonstrates understanding of Family & Community Relationships	Evidence shows that the candidate Demonstrates an understanding of five family diversity factors and five community partnership relationships. (Diversity Factors: religion, race, ethnicity, economic, family structure) (Community Partnerships: Schools, Early Childhood	Evidence shows that the candidate: Demonstrates an understanding of four family diversity factors and four community partnership relationships. (Diversity Factors: religion, race, ethnicity, economic, family structure) (Community Partnerships: Schools, Early Childhood Centers, Health Clinics, Dental Clinics, Museums)	Evidence shows that the candidate: Demonstrates an understanding of three family diversity factors and three community partnership relationships. (Diversity Factors: religion, race, ethnicity, economic, family structure) (Community Partnerships: Schools, Early Childhood	Evidence shows that the candidate: Fails to demonstrate an understanding of family diversity factors and community partnership relationships. (Diversity Factors: religion, race, ethnicity, economic, family structure) (Community Partnerships: Schools, Early Childhood	

		Centers, Health Clinics, Dental Clinics, Museums)		Centers, Health Clinics, Dental Clinics, Museums)	Centers, Health Clinics, Dental Clinics, Museums)	
Standard Three	**Demonstrates reflection, discussion, and research of observation, documentation and assessment to support children and families**	**Evidence shows that the candidate:** Provides five assessment methods and details of a plan which includes reflects understanding parent/family involvement.	**Evidence shows that the candidate:** Provides four assessment methods and details of a plan which includes reflects understanding parent/family involvement.	**Evidence shows that the candidate:** Provides three assessment methods and details of a plan which includes reflects understanding parent/family involvement.	**Evidence shows that the candidate:** Fails to provide assessment methods and details of a plan which includes reflects understanding parent/family involvement.	

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Teaching & Learning M.Ed.	Overall Rating: Mature (2.63/3.00)
Strengths	Recommendations
- Learning outcomes, when provided are clear and measurable. Alignment to graduate level outcome is clear, and there are plans to align to InTASC standards in the coming year. - Assessment measures reflect a variety of learning performances at different points across the curriculum. These include professionally relevant, experiential activities. - Expectations for student performance are clear and reasonable. Actual student data is reported clearly and relevantly to the expectations. - Rubrics are used to evaluate student performance, and are provided for review. Rubrics feature multiple dimensions of performance and use an analytical format. - Discussion is provided on the overall strength of the program and the need to continue to monitor the few students who fell below expectations. Notes are included about the impact of covid on curriculum, instruction, and learning. - Clear information is provided about how results are shared.	- Be sure to include the program learning outcomes that align with the CGPS graduate student LOs in the first column. I noticed that some of these are provided, I think, in the second column, but the program LO is missing for outcome #2. It is hard for me to give useful feedback on measure alignment without the specific language. - Since analytical rubrics are used, consider providing some assessment data disaggregated by the most relevant parts of the rubric for the outcome that is aligned. This will demonstrate precise alignment, as well as give your faculty more insightful data to review student learning strengths and weaknesses that are obscured when only composite scores are shared.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.

Outcomes are consistent across modes of delivery (if applicable).

More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment. | Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.

Outcomes are consistent across modes of delivery (if applicable).

At least one outcome is assessed this cycle. | Learning outcomes are identified and alignment with courses is demonstrated.

Outcomes are consistent across modes of delivery (if applicable).

At least one outcomes is assessed this cycle. | No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map). *(some cases – see note)* |
| **Performance Goals & Measures** | Performance goals are clear and appropriate, and rationale is provided for why these were selected.

Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.

Licensure exams and high-impact practices are reflected in measures (if applicable). | Performance goals are clear and appropriate.

Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included. | Performance goals are identified with little rationale or clarity.

Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures. | No goals for student performance of learning outcomes are identified, and/or no measures are provided. |

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	==Data collection process is clear and designed to produce valid/trustworthy results.== ==Data is collected and analyzed with clear rationale and description.== ==Results are provided with some discussion of analysis.==	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	==A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.== ==Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.== ==Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.==	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**