

Program-Level Assessment: Annual Report

Program: **EDUCATION PRINCIPLES AND PRACTICES**

Department: **Educational Studies**

Degree or Certificate Level: **M.A.**

College/School: **School of Education**

Date (Month/Year): **December 17, 2020**

Primary Assessment Contact: **Jennifer Buehler, Program Director**

In what year was the data upon which this report is based collected? **Fall 2020**

In what year was the program's assessment plan most recently reviewed/updated? **New program developed & approved Fall 2019**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

As noted in last year's program assessment report (dated January 23, 2020), one year ago at this time, our M.A. in Education Principles and Practices program was still undergoing the new program approval process. We spent the spring and fall of 2019 building the program. It was approved by the Graduate Academic Affairs Committee in December 2019, by the Council of Academic Deans and Directors in early January 2020, and by the Board of Trustees at the end of January 2020. We spent spring and summer 2020 generating content for the graduate catalog, developing advertising materials, recruiting students, and admitting students for Fall 2020.

Then the pandemic hit. Several students who were admitted in the summer ultimately declined to begin the program for pandemic-related reasons. One more dropped out midway through the fall semester.

Current enrollment is as follows:

- Master's with Advanced Literacy Methods specialization: 4 students
- Master's with Inclusive Practice specialization: 3 students
- Master's with Educational Equity specialization: 2 students
- Advanced Literacy Methods post-baccalaureate certificate: 1 student
- Educational Equity post-baccalaureate certificate: 1 student

In last year's report, we outlined the process that led us to create the new degree and the role that previous assessment work played in its development.

With Fall 2020 courses wrapping up just one week ago, we have not yet had the opportunity to engage in any program assessment work for this new degree, currently at the end of its first semester. As noted in last year's assessment report:

We will not 'close the loop' [on assessment] until we evaluate the first year of our new master's program. This will occur at the end of the 2020-21 school year. We look forward to building on the assessment work we have done in the past as we put new systematic assessment procedures into place.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

NOTE: There are no Madrid students enrolled in our program.

Even though our formal assessment work has not yet begun, we can anticipate where and how assessment work will happen at the end of 2020-21.

In Fall 2020, M.A. and certificate students took the following courses:

- All literacy students enrolled in **EDI 5040 Using Children’s & YA Literature to Promote Conversations about Equity and Justice** (formerly EDI 6040 Seminar in Children’s Literature), offered online synchronous;
- All equity students enrolled in **EDF 6600 Education in American Culture**, offered online synchronous;
- All inclusive practice students enrolled in **EDR 5000 General Research Methods** (since there were not enough students to offer a class in inclusive practice, these students had to enroll in a core class for the M.A.), offered in person flex

In Spring 2021, M.A. and certificate students will take the following courses:

- All literacy students will enroll in **EDI 6410/6420/6430 School Curriculum** (which we will substitute for EDI 6460 Curriculum Theory and EDI 6450 Curriculum Development, both of which are listed as elective offerings for literacy students; we offered these two courses last fall and spring, and we don’t have sufficient doctoral enrollment to offer them again this year), offered in person flex;
- All equity students will enroll in **EDI 5650 Racial Literacy and Antiracist Praxis**, offered online synchronous;
- All inclusive practice students will enroll in **EPE 5250 Contemporary Issues in Education Policy** (since there are still not enough students to offer a class in inclusive practice, these students will again enroll in a core class for the M.A.), offered in person flex

Given this set of courses, as measured against our program assessment plan, we will be prepared to evaluate the following learning outcomes:

For the M.A. degree:

- Outcome #1: Students will be able to critically analyze scholarly work in the field of education.
 - **EDR 5000 General Research Methods**
 - **EPE 5250 Contemporary Issues in Education Policy**

For the Certificate Program in Advanced Literacy Methods:

- Outcome #2: Apply knowledge and practice to solve problems in local educational contexts: Students will be able to design culturally relevant ways of engaging students in generative literacy learning experiences that are informed by community literacy practices.
 - **EDI 5040 Using Children’s & YA Literature to Promote Conversations about Equity and Justice**
 - **EDI 6410/6420/6430 School Curriculum**

For the Certificate Program in Educational Equity:

- Outcome #1: Analyze professional literature: Students will be able to explain how theories of identity, power, privilege, and oppression can be used to identify race-based opportunity gaps in specific educational contexts.
 - **EDF 6600 Education in American Culture**
- Outcome #2: Apply knowledge and practice to solve problems in local educational contexts: Students will be able to build strategies for engaging in antiracist work in the areas of curriculum, professional development, and/or systems-level school reform.
 - **EDI 5650 Racial Literacy and Antiracist Praxis**

At the end of 2020-21, the program’s first year, we will pull assignments from each of the six courses listed above, develop a rubric for assessing them against the respective learning outcomes, and bring faculty members together to engage in collaborative assessment work.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

We will develop this process together as a faculty during Spring 2021.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

We will report the results of our work in next year's program assessment report.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

We will discuss the implications of our work in next year's program assessment report.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

We will be ready to respond to this question in next year's program assessment report. Note that after so much collaborative program development work over the past three years, we have a good process in place for engaging in collaborative assessment work. Both forms of work are built into monthly graduate faculty meetings that entail a mix of building new program elements and assessing how our current programs are doing.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	<ul style="list-style-type: none">• Course content• Teaching techniques• Improvements in technology• Prerequisites	<ul style="list-style-type: none">• Course sequence• New courses• Deletion of courses• Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	<ul style="list-style-type: none">• Student learning outcomes• Artifacts of student learning• Evaluation process	<ul style="list-style-type: none">• Evaluation tools (e.g., rubrics)• Data collection methods• Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We will be ready to respond to this question in next year's program assessment report.

If no changes are being made, please explain why.

N/A

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Our new degree design is tied in tangible ways to our previous assessment work. As noted in last year's assessment report, we designed the new M.A. degree in response to flaws that were apparent in the design of our three old M.A. degrees. In contrast to those old degrees, we did the following as we designed this new one:

1. We developed learning outcomes that are degree-specific and certificate-specific.
2. We implemented a core curriculum.
3. We created room for curricular choice within a thoughtful and innovative structure.
4. We designed a culminating assignment that is tailored to our program learning outcomes.

5. We designed learning opportunities that are tailored to the needs of our students.

B. How has this change/have these changes been assessed?

We will be ready to respond to this question in next year's program assessment report.

C. What were the findings of the assessment?

We will be ready to respond to this question in next year's program assessment report.

D. How do you plan to (continue to) use this information moving forward?

Once we complete assessment work at the end of the first year of our new program, we will use our findings to do the following:

1. Strengthen connections and scaffold student learning across assignments in the 5-course sequence for each of our three certificate areas;
2. Develop a project framework and an assessment rubric for the culminating experience at the end of both the M.A. degree program (e.g., the capstone project) and the standalone certificate programs (e.g., the professional forum).

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.