

California State University, Stanislaus
Education: Curriculum & Instruction (MA)
Graduate Annual Assessment Report 2008-09 AND Assessment Plan 2009-10

As noted in the Academic Program Review procedures, each graduate program is required to provide an assessment of student learning. Assessment reports will be submitted annually and with the seven-year Academic Program Review.

Mission, Goals, Objectives

For items 1-5, please indicate any changes made during AY 2008-09. If no changes were made, please continue on to the assessment report and plan.

1. Mission

The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.

The mission of the College of Education presented above was updated through college-wide discussions in preparation for the upcoming NCATE (National Council for Accreditation of Teacher Education) visit.

2. Six Graduate Learning Goals

- a. Advanced knowledge, skills, and values appropriate to the discipline.
- b. Ability to be creative, analytical, critical thinkers.
- c. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
- d. Relevant knowledge of the global perspectives appropriate to the discipline.
- e. Knowledge of new and various methods and technologies as appropriate to the discipline.
- f. Advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze the information from a myriad of primary, print, and technological sources.

3. Program Goals

The preparation of professionals who are:

- Competent in their chosen areas
- Able to integrate subject-matter content with pedagogy appropriate to their field of study
- Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners, committed to self-assessment and reflection
- Partners, educational advocates, and leaders at the school level and in the wider community
- Users of technology that enhances teaching and learning

4. Program Student Learning Objectives

1. Values and beliefs: collaboration, cultural diversity, learning-focused, sense of purpose.
2. Knowledge and skills: student development, instructional enrichment, variation, academic environment, technology
3. Performance and achievement: learning environment, integration across disciplines, accommodation, responsive pedagogy
4. Assessment and reflection: awareness, lifelong learning
5. Advocacy and leadership: professionalism, communication, activism

5. Curriculum Map (Alignment of Program Core Courses, Graduate Learning Goals, Program Student Learning Objectives, Assessment Methods, Instructional Emphasis, and Primary Assessment Method)

Assessment Report/Update for AY 2008-09

❖ What measures were used this year to determine that graduates have achieved the stated program learning objectives?

- **Identify evaluators (e.g., Accreditation, External Reviewers).**

During this AY the graduate faculty were preparing documentation for the upcoming NCATE accreditation visit scheduled for April 2010. There was no additional review during this AY.

- **Identify direct measures of student learning (e.g., assessments that are based on actual student work - tests, essays, thesis, and presentations).**

Faculty were able to identify students' learning through the successful completion of identified assignments, case studies projects, PowerPoint presentations and use of rubrics for written work, and research presentations. There were 16 thesis or projects successfully completed during this AY.

- **Identify indirect measures of student learning (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, and course or program student evaluations).**

Students in selected classes complete IDEA evaluation forms for the courses they are enrolled in and some faculty use additional informal evaluation forms to collect data. Some classes also used on-line threaded discussions to monitor student engagement.

- ❖ How did the program interpret the evidence found from each of the measures listed above? What was the process for interpreting the evidence?

- **Discuss when, how, and through what process program faculty analyzed the data collected.**

Individual student data that was gathered was reviewed by the instructor of record and not part of a general discussion with other faculty members.

- **Describe the process for discussion and use of findings. What efforts were used during the past year to involve faculty and constituencies in assessment processes?**

There have been no discussions in the past AY regarding changes to the program composition, delivery, or assessment format.

- ❖ Describe successful outcomes and any changes the program faculty have made or plan to make for improving student learning, curriculum, instruction delivery, and other elements of program effectiveness.

- ❖ If changes for improving the program or student learning were recommended, what resources will be needed to implement those changes effectively? What other challenges, if any, will impact the program's ability to effectively implement those changes?

No changes were recommended during the 2008-2009 AY.

Assessment Plan for AY 2009-10

- ❖ Describe the program assessment plan including its design and implementation.
 - **Identify the program student learning objectives that will be assessed in the current plan and the rationale for assessing those objectives.**

There will be a concerted effort to review the program student learning objectives to further align them with the Graduate Learning Goals, and insuring they reflect the updated mission of the College of Education.

- **Identify and describe the indirect measures (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, course or program student evaluations) and direct measures (e.g., assessments of actual student learning - tests, essays, thesis, and presentations) that will be used to assess the program student learning objectives.**

Faculty will be encouraged to develop appropriate informal supplemental evaluations for individual classes to gather additional information from the students regarding course delivery, assignments, activities, and required readings. Faculty will be encouraged to continue the direct and indirect assessment measures (signature assignments) that are appropriate and allow for the gathering of usable data and information, within and across programs. Activities that are

identified as busywork, unnecessary, or redundant by the students (through both formal and informal evaluations) should be discontinued. Graduate students should be able to identify a direct connection between the assignment and the required outcome or learning objective.

- **Identify how and when these measures will be implemented and the parties responsible for collecting and analyzing the data.**

Graduate faculty will be invited to meet on a regular basis to discuss the program, its delivery, signature assignments, thesis/project information, and to review the data collected through direct and indirect means.

- **Identify any other assessment activities that will be carried out to assess the program student learning objectives (e.g., meetings, workshops, consultation, funding requests).**

Due to the upcoming NCATE visit, faculty will be working on multiple levels to look at student learning objectives, through many avenues. This is an appropriate time to identify and plan for additional activities to give faculty information and data regarding student success.

9/18/09
smn