Secondary Education Students' Foundational Knowledge and Competency

Education MS (Secondary Education) – College of Education

Step 1: Student Learning Outcome

Graduates will demonstrate a strong foundation of knowledge, implement effective practice and use current technologies for teaching and learning.

Step 2: Methods and Measures

All candidates are assessed on indicators of knowledge and competence using direct and indirect measures.

Direct Measure: Course grades, Advanced Program Unit-Wide Key Writing Assignments for the 2015-16 and 2016-2017 academic years, and pass rates for Capstone courses (EDSC 594 and EDSC 595) where candidates are required to pass a comprehensive examination or develop a final project (article publication, curriculum project, National Board for Professional Teaching Standards (NBPTS) portfolio).

Assignments require students to synthesize the knowledge and skills acquired during their Master's program and present a new product that can benefit the profession of education.

Indirect Measure: Unit-wide Exit Survey. Surveys are administered electronically (i.e., Qualtrics) by the College Assessment Office. Candidates are invited via email to complete the survey and provide their level of agreement with various statements that include;

 As a graduate of this program…

- *I have the knowledge base required to successfully explain the key concepts in my field of study.*
- *I have increased my ability to use technology to support teaching and learning, or as appropriate to my role in schools.*
- *I apply my understanding of professional and ethical standards in my work with colleagues, students, families, and community.*

Step 3: Criteria for Success

Direct Measure: A minimum of 75% of candidates meet the required criteria for passing.

Indirect Measure: A minimum of 75% of candidates gave an average rating of 3 on a 4 point scale; Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

Step 4: Results

Direct Measure: Analysis of the culminating assignments in the capstone courses indicated a 100% pass rate in both fall of 2016 and spring 2017. Based on the unit criteria for overall pass rates, candidates in the advanced program exceeded the passing standard of 75%.

Analysis of the data from Advanced Program Unit-Wide Key Writing Assignments for the 2015-16 and 2016-2017 academic years revealed that 89% and 96% of candidates performed at "exceeds expectation," respectively. Based on the unit criteria for overall pass rates, candidates in the advanced program exceeded the passing standard of 75%.

Indirect Measure: Data from fall 2016 Unit-wide Exit Survey for advanced programs indicated that 100% of graduates from 2016 gave an average rating of 3 or better. Students "agreed" or "strongly agreed" that the program had increased their "ability to use technology to support teaching and learning," were "well prepared to apply understanding of professional and ethical standards," and that as a result of the

program, they possessed the "knowledge base required to successfully explain key concepts". All of the overall averages indicate that the unit criteria (75% or higher) on the survey were met.

Step 5: Improvement Actions

To maintain and increase the current levels of performance in the program, faculty will continue learning and applying the latest technological innovations and technologies in order to stay abreast of the rapid changes in educational technology. Faculty have successfully accomplished this by attending professional conferences that focused on educational technology. They also shared best practices with colleagues during the monthly program meetings. These activities have translated into improved student learning outcomes as indicated by the data.