

## Secondary Education Students' Competency Development

### Secondary Education MS - College of Education

#### Step 1: Student Learning Outcome

Graduates will; a) Demonstrate a strong foundation of knowledge b) Implement effective practice and c) Use current technologies for teaching and learning.

#### Step 2: Methods and Measures

**Direct Measure:** All candidates are assessed on indicators of knowledge and competence using the following direct measures: course grades; writing assignment; culminating assignment

Data sources used to assess for this SLO: course grades, 2014 Survey for Advanced Programs from One Year Out, Advanced Program Unit-Wide Key Writing Assignments for the 2012-2013 and 2013-2014 academic years and, capstone course pass rates.

Assignments are administered in courses each semester and are scored by course instructors on a rubric. Passing criteria for assignments are included on each rubric used for scoring as follows; Exceeds Expectations, At Expectation, or Below Expectation.

**Indirect Measure:** All candidates are assessed on indicators of knowledge and competence following surveys - midpoint, exit, graduate and employer (selected items).

Surveys are administered electronically (i.e., Qualtrics) by the College Assessment Office. All enrolled candidates (identified at each survey point), are invited via email to complete the survey. As a graduate of the program, students are asked to rate their level of agreement, Strongly Agree, Agree, Disagree and Strongly Disagree to various questions such as the following;

- I am well prepared to collaborate with other professionals in school settings
- I am well prepared with knowledge of the foundational research that informs my field of study.
- I am well prepared to successfully explain the key concepts in my field of study.
- I am well prepared to accept leadership roles.

#### Step 3: Criteria for Success

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

**Indirect Measure:** A minimum of 75% of candidates will have an average rating of 3 or higher.

## Step 4: Results

**Direct Measure:** An analysis of grades during 2012-2014 demonstrated candidate's strong foundation of program and curriculum knowledge in their coursework. Overall pass rates for candidates met the unit criteria for grades.

Overall pass rate for graduate courses in 2012-2013 and 2013-2014 was consistently above 90%. In the capstone courses (EDSC 594 and EDSC 595), where candidates are required to pass a comprehensive examination or develop a final project, the average pass rate in 2012-2013 was 100% and the average pass rate in 2013-2014 was 88%. Based on the unit criteria for overall pass rates, candidates in all advanced programs met and exceeded the passing standard of 75%.

Analysis of the data from the Advanced Program Unit-Wide Key Writing Assignments for the 2012-2013 and 2013-2014 academic years revealed that 100% and 90% of candidates performed "at expectation."

**Indirect Measure:** The data from the 2014 Survey for Advanced Programs from One Year out indicated that 100% of graduates from 2012-13 felt they were, "*well prepared to successfully explain the key concepts in [their] fields of study.*" Of the same graduates, 100% reported that they were, "*well prepared to accept leadership roles*". Both of these overall averages indicated that the unit criteria (75% or higher) on the survey were met.

## Step 5: Improvement Actions

Although candidate's met the passing standards during 2012-2014 for this outcome, there were key areas identified for improvement. For example, based on 2013 Midpoint Survey results in the area of quality online instruction, 85.7% of candidates indicated that they felt faculty delivered effective online instruction, compared to 93.8% unit wide. Based on these results, the program faculty also examined the qualitative data from the same survey. Qualitative data revealed patterns of strengths and concerns around the areas of instructor presence, timeliness of feedback, responsiveness to email or posted questions, and overall teaching effectiveness.

In response to the above, for the 13-14 academic year, graduate faculty reserved all or part of their monthly graduate committee meetings for sharing best practices, resources, and technologies around the topic of effective teaching in online settings. These activities support the meaningful integration of technology to enhance teaching and learning and to improve online instruction. In order to maintain and increase the current levels of performance in their programs they also determined that faculty will need to continue learning about the latest technological innovations and updates in order to stay abreast of the rapid changes that are occurring in the 21st century.