

## The 2012-2013 ANNUAL ASSESSMENT REPORT

### EDTE MASTERS IN CURRICULUM & INSTRUCTION and GENDER EQUITY STUDIES

Using the Assessment Report Template provided, the following is the Program Coordinator's responses to the questions.

1. Since last year (2011-2012), no changes have been made to assessment procedures, learning outcomes, assessment plan, assessment tools and/or University baccalaureate learning goals.
  - a. N/A
  - b. N/A
  - c. During the previous year, the EDTE graduate department prepared for the change from being a department in the College of Education to a program group within the college. We knew that we needed to ensure that our graduate programs were current, had goals, benchmarks, assessments, and rubrics so that our transition would be more easily accomplished.
2. During the past year (2012-2013), our College of Education has undergone the transition from having departments, to having three branches (undergraduate, credential, and graduate). Within each of these branches, degree programs still exist, yet the supervision has shifted including advising, and coordination.

Since the Curriculum & Instruction and Gender Equity MA students take the same four core courses and are measured using the same learning outcomes and methods of assessment, we have blended the programs, including both in this report.

- a. Curriculum, assessment and program evaluation have remained the same.
  - b. Until the results of the exit survey from current graduates, we will not know if the College transition has affected student learning or student perceptions.
  - c. N/A
3. The program learning outcomes that have been assessed this academic year can be seen in the chart on the following page.

<b>Graduate EDTE C&amp;I and Gender Equity Outcomes</b>			
<b>#1:  Expertise</b>	<b>Knowledge</b>	<input type="checkbox"/> Understands different models of curriculum design as well as the different schools of curriculum development.	
		<input type="checkbox"/> Understands different instructional models and corresponding derivatives and modifications.	
	<b>Skills</b>	<input type="checkbox"/> Uses technology to locate and access literature on curriculum and instruction.	
		<input type="checkbox"/> Reads and analyzes literature on curriculum and instruction	
		<input type="checkbox"/> Provides a theoretical framework for the coherence of all components in a curriculum, components being: student characteristics, content discipline, standards and frameworks, materials, instructional strategies, environment, and evaluation.	
	<b>Dispositions</b>	<input type="checkbox"/> Approaches knowledge as dynamic, not static.	
		<input type="checkbox"/> Becomes reflective professional able to evaluate policies and practices critically using research to support position	
		<input type="checkbox"/> Becomes empowered to make decisions on curriculum and instruction that meets the needs of students.	
		<b>Knowledge</b>	<input type="checkbox"/> Understands the school as an American institution with a history of social inequity.
<input type="checkbox"/> Understands the nature of institutional change.			
<b>Skills</b>		<input type="checkbox"/> Does a critical review and analysis of curricular issues and trends.	
		<input type="checkbox"/> Develops a logical argument as to changes that can be made in education through curriculum development and implementation.	

<b># 2:</b>  <b>Leader-ship/ Change Agent</b>	<b>Dispositions</b>	<input type="checkbox"/> Collaborates with others in informing public about problems with schools.
		<input type="checkbox"/> Takes the initiative in planning for an effective staff development on curriculum and instruction that is research based.
<b>#3:</b>  <b>Intel-lectual Curiosity</b>	<b>Knowledge</b>	<input type="checkbox"/> Understands how past and current political and economic factors (among others) affect curriculum development and its implementation
	<b>Skills</b>	<input type="checkbox"/> Studies and questions existing curricular practices and looks for appropriate solutions.
		<input type="checkbox"/> Assesses existing curriculum and its impact on student learning and overall goals of education.
	<b>Dispositions</b>	<input type="checkbox"/> Values and problematizes the scientific method of gathering information and gaining knowledge.
<input type="checkbox"/> Takes a broad minded approach to curriculum issues and suspends closure.		
<b>#4:</b>  <b>Research: Qualita-tive and Quantita-tive</b>	<b>Knowledge</b>	<input type="checkbox"/> Knows the basic processes of experimental research and other quantitative methods.
	<b>Skills</b>	<input type="checkbox"/> Knows the principles of a variety of qualitative methods including ethnography, action research, and narrative research
		<input type="checkbox"/> Can apply basic statistical tools to interpret numerical data
	<b>Dispositions</b>	<input type="checkbox"/> Can apply principled qualitative data collection and analysis strategies and tools.
<input type="checkbox"/> Values the importance of using valid and reliable data collection tools. <input type="checkbox"/> Values the importance of making valid conclusions and inferences from data.		

<b>#5: Academic Writing</b>	<b>Knowledge</b>	<input type="checkbox"/> Knows the conventions of a variety of academic genres (e.g. the teacher research report, the traditional journal article, the review of literature.)
	<b>Skills</b>	<input type="checkbox"/> Understands APA format and principles regulating titles and headings, documentations, and related matters.
		<input type="checkbox"/> Can apply productive informal writing strategies as tools for learning and for research.
	<b>Dispositions</b>	<input type="checkbox"/> Can compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community.
		<input type="checkbox"/> Welcomes participation in the academic discourse community.
		<input type="checkbox"/> Welcomes collaboration, peer review (in classrooms and out), vigorous and rigorous analysis of evidence.

4. The measures we have used to measure data were collected using the rubrics in question 5.

5. The criteria and standards of performance for the program learning outcomes can be seen in the chart on the following page. Demonstration by candidates of a preponderance of evidence for each area must be clearly present.

**Primary Student Assessments** used to make critical decisions about student learning and competence prior to being recommended for an M.A. is: Proposal for Culminating Experience, Review of Literature, and Culminating Experience. The table below provides additional details about the nature of each key assessment.

<b>Assessment Tool</b>	<b>Type of Assessment</b>	<b>When administered</b>	<b>Details about Administration</b>	<b>Learning Outcomes Addressed</b>
Assessment #1. Proposal for Culminating Experience	Formative	During a course (EDTE 250) required in the third semester of the program	Course instructor and faculty advisor assess work based on a criteria designed by GPAG faculty	Program Learning Outcomes 1, 4, 5
Assessment #2. Review of Literature	Formative	During a course (EDTE 290) in the penultimate semester of the	Course instructor assesses work based on a standard rubric designed by GPAG	Program Learning Outcomes 1, 2, 3

		program	faculty	
Assessment #3. Culminating Experience*	Summative	During a course (EDTE 505/506) in the final semester of the program	Faculty advisors assess performance based on criteria designed by department and university	All program learning outcomes

\* The C&I and Gender Equity culminating experience is a Project or Thesis consisting of:

1. **Abstract:** The basic components of the abstract includes elements such as: a welcome to the reader, an overview of the project or thesis components, an introduction to the navigation of the project or thesis, an introduction to the methodology involved, a reference to the documents, curriculum, professional development designed, a summary of data analyses, conclusions, limitations and recommendations.
2. **Process:** The process section of the project or thesis consists of a personal reflection of the students' experience of the C&I/Gender Equity programs and a resume. In addition, many students include a narrative of their teaching history and philosophy in this section.
3. **Products:** In the product section (appendices), students attach artifacts (products) created during their time in the program. Each product included in the product section must be accompanied by: a description of how the product was conceived (what was the individual or group process that led to the creation of the product), a description of how technology and teaching strategies were utilized, standards covered by the use of the product, feedback on the product you have received from 2 peers and 1 faculty on your project, a copy of the professional development or grant, Human Subjects Ethical Approval when necessary, Letters of Informed Consent, copies of any Instruments used in data gathering
4. **Literature Review:** The goal of the literature review is to introduce readers to student research by synthesizing what has been written about the area of focus. It is also a place where students address the educational theories that motivated the design of the research. Ultimately, the review of literature should set the stage for the discussion of student research. Students must provide evidence that they have become masters of the literature base under study, have used a variety of sources, and can clearly add to the literature base by contributing something novel and useful, and write academically.
5. **Project Outcomes:** The objectives of the project may vary, yet all have in common a document that will be instructive to schools, teachers, principals, students or all of the above. The products are a culmination of the literature review, the recognition of what gap the study will remediate, the methodology and theory behind the construction of the document and the population the documents will ultimately benefit.
6. **Thesis Outcomes:** The objectives for the thesis are similar to the project, yet data is gathered, collected, organized, analyzed, interpreted and reported. The outcome of the thesis is to apply the findings in the educational settings students are involved with.

#### **External Assessment and Accreditation Outcomes, where appropriate**

The information outlined above also serves to inform the WASC reporting requirements.

6. The results of this year assessments include:

- a. In 2012-2013, 9 Curriculum & Instruction and 4 Gender Equity students successfully graduated from the programs. Each student met the standards and outcomes as stated by the MA program faculty and coordinator.
  - b. Currently there are 10 Curriculum & Instruction and 17 Gender Equity students in process of completing the MA program requirements. All students are meeting the standards and outcomes as stated by the MA program faculty and coordinator.
  - c. At this time no students in the program need extra assistance in meeting the program standards or are in jeopardy of not meeting the specified outcomes of the program.
7. As a result of this year's assessment efforts, the EDTE Curriculum & Instruction and Gender Equity Masters of Education Programs do not propose any changes for the next academic year. The EDTE Graduate Program Group discusses Action Research Procedures monthly during each semester and consequently, adaptations to curriculum and instruction are incremental based on cohort characteristics. Core curriculum and instruction will not change this next academic year.
8. The Curriculum & Instruction/Gender Equity Program Coordinator and faculty will continue to assess all objectives, goals, and outcomes the following year using the same newly revised rubrics in the same courses for consistency of data collection, analysis and reporting.