2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: MA Gender Equity & Curriculum Inst

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☑ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

a.   NOTE: The responses on the word document do not align 1:1 with the SharePoint Template.

b.   Please refer to the word document that Dr. Carinci prepared.

c.

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Assessment Tool	PLO #6	When administered	Details about Administration
Assessment #1. Proposal for Culminating Experience	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	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
Assessment #2. Review of Literature	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	During a course (EDTE 290) in the penultimate semester of the program	Course instructor assesses work based on a standard rubric designed by GPAG faculty
Assessment #3. Culminating Experience*	Demonstrates appropriate, relevant, and compelling content to illustrate mastery of subject. Inquiry and Analysis needed for mastery of Culminating Experience	During a course (EDTE 505) in the final semester of the program	Faculty advisors assess performance based on criteria designed by department and university

Q1.2.1.
Do you have rubrics for your PLOs?

- ⦿ 1. Yes, for all PLOs
- ◯ 2. Yes, but for some PLOs
- ◯ 3. No rubrics for PLOs
- ◯ 4. N/A
- ◯ 5. Other, specify: [_____]

Q1.3.
Are your PLOs closely aligned with the mission of the university?

- ⦿ 1. Yes
- ◯ 2. No
- ◯ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ◯ 1. Yes
- ⦿ 2. No (skip to **Q1.5**)
- ◯ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ◯ 1. Yes
- ◯ 2. No

○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

○ 1. Yes

○ 2. No, but I know what the DQP is

○ 3. No, I don't know what the DQP is

○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Inquiry and Analysis

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Gender Equity program assess PLO 6 Inquiry and Analysis throughout the program courses, but specifically in the capstone course, EDTE 506 culminating experience. The 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.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See Value Rubric Appendix 1

📎 No file attached   📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☑	☑	☑	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☑	☐	☐	5. On the academic unit website or in newsletters
☐	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☑	☑	☑	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

- ◉ 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.
Was the data **scored/evaluated** for this PLO?

- ◉ 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Writing paper samples were collected in EDUC 165, EDTE 251, and EDTE 266, core course in our MA programs. Faculty randomly selected essay assignment to be review

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Students work was assessed in three stages of our MA programs. Three essays were collected in three courses (EDUC 165, EDUC 251, EDUC 266) to assess students Value Rubric Content Development section for PLO 6. Of the 12 writing assignments reviewed, 10 were scored at capstone 4 level, one essay was scored at 3, and one essay was scored 2. The lower scored essay was a newly admitted MA student. The higher scored essays were both second year MA student

Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]**

Writing paper samples were collected in EDUC 165, EDTE 251, and EDTE 266, core course in our MA programs. Faculty randomly selected essay assignment to be reviewed.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ○ 1. Yes
- ◉ 2. No (skip to **Q3.7**)
- ○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☐ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☐ 8. Other, specify: | Students work was assessed in three stages of our MA programs. Three essays were co... |

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

📎 **No file attached**   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

- ○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Q3.6.1.
How did you **decide** how many samples of student work to review?

Q3.6.2.
How many students were in the class or program?

Q3.6.3.
How many samples of student work did you evaluated?

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

○ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify: [_____]

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

[   ]

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Q3.7.2.
If surveys were used, how was the sample size **decided**?

[   ]

Q3.7.3.
If surveys were used, how did you **select** your sample:

[   ]

Q3.7.4.
If surveys were used, what was the response rate?

[   ]

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes
◉ 2. No (skip to **Q3.8.2**)
○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [   ]

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

○ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

[   ]

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(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

		GPAG Program Learning Outcomes (PLO)
		☐ Understands different models of curriculum design as well as the different schools of curriculur
	Knowledge	

| 📎 2015-2016 Assessment Gender Equity Program.doc 369 KB | 📎 No file attached |

Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Gender Equity programs are advanced degree programs for that provide a blend of knowledge, theory, and practical application in the real world. Teaching and learning beyond the walls of academia is inherent in these programs and College of Education's mission. Faculty who teach in these MA programs are active in their areas of expertise, both in research writing and publication of scholarly work. They bring the practical experience of the real world into the University classroom, engaging in various writing genres, modeling professional ideals, and encouraging the best from the community of students involved in these programs. Student learning, writing, and the ongoing ability of students to utilize what they have learned in their professional lives, is the measure of our students success.
These programs have been designed to build on students abiltiy to critically examine the social constructs of gender issues in schooling and in society. A student ability to inquire and analyze research is assessed throughout the semester in each course. Our MA students work closely with the faculty member teaching our courses moving from benchmark skills to capstone skill (Program PLO 1, 2, 3) by the end of our programs. When students are writing their thesis/project, they receive constant feedback in order to help students demonstrate an understanding of inquiry and analysis at the graduate degree level.

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Q4.3.
For the selected PLO, the student performance:

- ○ 1. **Exceeded** expectation/standard
- ◉ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard
- ○ 4. Did not meet expectation/standard
- ○ 5. No expectation/standard has been specified
- ○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ◉ 1. Yes
- ○ 2. No (skip to **Q5.2**)
- ○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

As part of the application process, students will submit examples of their writing so faculty can be better prepared to assist students with their ability to fully analysis and develop an understanding of the course material. In the future, more examples of students work will be collected and reviewed our PLO 6 goals.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	◉	○	○	○
2. Modifying curriculum	○	◉	○	○	○
3. Improving advising and mentoring	○	◉	○	○	○
4. Revising learning outcomes/goals	○	◉	○	○	○
5. Revising rubrics and/or expectations	◉	○	○	○	○
6. Developing/updating assessment plan	○	◉	○	○	○
7. Annual assessment reports	○	◉	○	○	○
8. Program review	◉	○	○	○	○
9. Prospective student and family information	○	○	◉	○	○
10. Alumni communication	○	○	◉	○	○
11. WSCUC accreditation (regional accreditation)	○	○	◉	○	○
12. Program accreditation	○	○	○	○	◉
13. External accountability reporting requirement	○	○	○	◉	○
14. Trustee/Governing Board deliberations	○	○	○	◉	○
15. Strategic planning	○	○	◉	○	○
16. Institutional benchmarking	○	○	○	◉	○
17. Academic policy development or modifications	○	○	◉	○	○
18. Institutional improvement	○	○	◉	○	○
19. Resource allocation and budgeting	○	○	◉	○	○
20. New faculty hiring	○	◉	○	○	○
21. Professional development for faculty and staff	○	○	◉	○	○
22. Recruitment of new students	○	◉	○	○	○

23. Other, specify:

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

Our faculty has used the assessment data to revise and strengthen our course curriculum, sequence of course delivery, and recruitment efforts and analysis. Faculty teaching courses in our program are aware of the PLO that will be examined for 2016-2017 academic year.

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

📎 No file attached   📎 No file attached

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☑ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any PLOs not included above:

a. _____

b. _____

c. _____

Q8. Please attach any additional files here:

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Appendix I Value Rubric for PLO 6

	Capstone	Milestones		Ben
	4	3	2	
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstra attention to audience, p to the assig (e.g., expec instructor c audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appro relevant co develop sin some parts
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to consistent s basic organ presentatio
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstra attempt to to support i writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses langua sometimes meaning be errors in us

Program Information (**Required**)

P1.

Program/Concentration Name(s): [by degree]

MA Gender Equity & Curriculum Inst

P1.1.

Program/Concentration Name(s): [by department]

Gender Equity & Curriculum Inst. MA

P2.

Report Author(s):

Sherrie Carinci

P2.1.

Department Chair/Program Director:

Sue Heredia

P2.2.
Assessment Coordinator:

Chia-Jung Chung

P3.
Department/Division/Program of Academic Unit

Education - Graduate

P4.
College:

College of Education

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

37

P6.
Program Type:

○ 1. Undergraduate baccalaureate major

○ 2. Credential

◉ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

0

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

Don't know

P8. Number of **master's degree programs** the academic unit has?

2

P8.1. List all the names:

Behavioral Science, Gender Equity

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

```
0
```

P9.1. List all the names:

```



```

P10. Number of **doctorate degree programs** the academic unit has?
```
0
```

P10.1. List all the names:

```



```

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	○	○	●	○	○	○
P11.1. last updated?	○	○	○	○	●	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **No file attached**

P12.
Has your program developed a **curriculum map?**

- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 No file attached

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

P14.
Does your program have a capstone class?

- ● 1. Yes, indicate: _____
- ○ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Assessment Tool	PLO #6	When administered	Details about Administration
Assessment #1. Proposal for Culminating Experience	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	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
Assessment #2. Review of Literature	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	During a course (EDTE 290) in the penultimate semester of the program	Course instructor assesses work based on a standard rubric designed by GPAG faculty
Assessment #3. Culminating Experience*	Demonstrates appropriate, relevant, and compelling content to illustrate mastery of subject. Inquiry and Analysis needed for mastery of Culminating Experience	During a course (EDTE 505) in the final semester of the program	Faculty advisors assess performance based on criteria designed by department and university

		GPAG Program Learning Outcomes (PLO)
PLO #1: **Expertise**	**Knowledge**	
		Understands different models of curriculum design as well as the different schools of curriculum development.
		Understands different instructional models and corresponding derivatives and modifications.
	Skills	Uses technology to locate and access literature on curriculum and instruction.
		Reads and analyzes literature on curriculum and instruction
		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.
	Dispositions	Approaches knowledge as dynamic, not static.
		Becomes reflective professional able to evaluate policies and practices critically using research to support position
		Becomes empowered to make decisions on curriculum and instruction that meets the needs of students.
PLO #2: **Leadership/ Change Agent**	**Knowledge**	Understands the school as an American institution with a history of social inequity.
		Understands the nature of institutional change.
	Skills	Does a critical review and analysis of curricular issues and trends.
		Develops a logical argument as to changes that can be made in education through curriculum development and implementation.
	Dispositions	Collaborates with others in informing public about problems with schools.
		Takes the initiative in planning for an effective staff development on curriculum and instruction that is research based.
	Knowledge	Understands how past and current political and economic factors (among others) affect curriculum development and its implementation
		Studies and questions existing curricular practices and looks for appropriate solutions.

PLO #3: **Intellectual Curiosity**	**Skills**	Assesses existing curriculum and its impact on student learning and overall goals of education.
	Dispositions	Values and problematizes the scientific method of gathering information and gaining knowledge.
		Takes a broad minded approach to curriculum issues and suspends closure.

Appendix I: Value Rubric for PLO 6: Inquiry and Analysis
(Rubric to Assess The Review of Literature in Action Research Report)

Written Communication VALUE Rubric
for more information, please contact value@aacu.org

	Capstone 4	Milestones 3	2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

65 % of our second year graduate students should score 3.0 or above by the time of their graduation.