EWU Programmatic SLO Assessment
AY 2014-15 and "Closing the Loop" for AY 2013-14

Introduction:

Assessment of student learning is an important and integrated part of faculty and programs. As part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program and *each* certificate for *at least one* Student Learning Outcome (SLO) this year. To comply with accreditation standards, the programs must also demonstrate efforts to "close the loop" in improving student learning and/or the learning environment. Thus, this template has been revised into two parts.

Resources:

Check this site for sample reports (created with the previous year's template) by EWU programs and other assessment resources: http://access.ewu.edu/graduate-education/academic-planning/faculty-support/student-learning-assessment/sample-program-slo-assessment-reports

Additional resources and support are available to:

1) Determine whether students can do, know or value program goals upon graduation and to what extent;
2) Determine students' progress through the program, while locating potential bottlenecks, curricular redundancies, and more; and
3) Embed assessments in sequenced and meaningful ways that save time.

Contact Dr. Helen Bergland for assistance with assessment in support of student learning and pedagogical approaches: hbergland@ewu.edu or 509.359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Dr. Helen Bergland (hbergland@ewu.edu), Office of Academic Planning, by Nov. 2, 2015.** (Some Deans have elected to move the deadline up.

Degree/Certificate: MED

Major/Option: Add
Submitted by: Add
Date: Add

Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome**: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

   Master of Education (M.Ed.) Students Learning Outcomes:

   - Students will demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment; and demonstrate professional leadership in the field.

   - Students will design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Professional Education Standards Board (PESB) standards and certification requirements and other applicable professional standards.

   - Students will demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

   _____*SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;*
   _____*SLO is met, but with changes forthcoming;*
   __***X***___*SLO met without change required*

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

The Masters of Education in Education (M.ED.) program with its options is designed to provide opportunities for graduate candidates who desire advanced training in education.

The common course for all graduate candidates across these options is EDUC 520 Methods of Educational Research. This course provides the background of research methods and techniques necessary for meeting the requirements of EDUC 600 (Thesis) or 601 (Report). The methods, tools and strategies used in educational research, both quantitative and qualitative are explored.

In line with the department mission (DM), this course prepare graduate candidates to become professionals, scholars, curriculum leaders in their instructional practice, and researchers. The course is designed to increase candidates' knowledge and understanding of the research methods used to study human behaviors and development related to education from an empirical perspective. Therefore, the course promotes students' competencies in identifying, analyzing and utilizing educational research methods and procedures. At the end of the course students will be equipped with the skills needed to critically evaluate research on the basis of established educational theory and practice, and become informed & effective consumers and practitioners of educational research methods.

EDUC 520 Course Outcomes:

1. To locate various educational research sources available. (DM-researchers)
2. To understand the nature of research methods and their usage to explain educational phenomena and promote classroom practice. (DM-scholars & researchers)
3. To evaluate major differences between different types of educational research. (DM-researchers)
4. To understand the basic concepts, procedures and methodologies that distinguish between methodologically sound and specious research. (DM-researchers)
5. To possess skills to utilize and synthesize research findings as a foundation of continued professional development. (DM-practitioners, researchers)
6. To produce a Literature Review from analyzing and synthesizing valid research studies. (DM-scholars, researchers, practitioners)

One comprehensive project and one assessment within EDUC 520 is the writing of Chapter 1 (initial plan for M.Ed. Final Project) and Chapter 2 (Literature Review). Project expectations and proposed timeline are clearly outlined and include due dates and scoring rubrics for both chapters. Candidates "total" scores (Chapter 1 & Chapter 2) are used in this report to assess and evaluate candidates EDUC 520 outcomes aligned with our Master of Education (M.Ed.) Students Learning Outcomes.

In addition, in response to last year's assessment and evaluation of EDUC 520 data, two additional assignments were selected. These assignments are "prerequisite" assignments for the project (Chapter 1) and assessment (Chapter 2). We are interested in the relationship between candidates' results on these initial assignments and their final scores (EDUC 520 outcome) on their project (Chapter 1) and assessment (Chapter 2). A description of the two assignments is provided below:

> **Chapter One Proposal**: This assignment aims at preparing the candidate for the introduction of a final project/ research (Chapter 1). The assignment is expected to include 1) background for choosing the topic, 2) area of focus statement, 3) research questions, and 4) definition of terms.
>
> **Outline of Literature Review**: An outline of Literature Review is the road map to organize the research sources identified for Chapter 2. Alignment with research questions (Chapter 1), the candidate is asked to organize the main concepts from the research sources that they have read and selected.

We believe that the proposed assessments align well with the Master of Education (M.Ed.) SLOs listed above as well as our EDUC 520 course objectives and that this data provides us with a performance measure of candidates "proficiency" as an outcome of the course and degree. A description of the scoring criteria are provided below.

EDUC 520 Chapters 1 & 2 evaluation rubrics and scoring criteria:

- Chapter 1 – Scoring criteria
  - 2 = Proficient (met most expectations)
  - 1 = Mediocre (met some expectations, lack focus and/or organization)
- Chapter 1 – Scoring areas: **Total points = 8**
  - Knowledge of topic
  - Articulation/Flow
  - Convention/Format
  - Depth of analysis
- Chapter 2 – Scoring criteria
  - 4 = Outstanding (Met or exceeded all expectations)
  - 3 = Proficient (Met most expectations)
  - 2 = Mediocre (Met some expectations)
  - 1 = Novice (Major difficulties with basic expectations)
- Chapter 2 – Scoring areas: **Total points = 20**
  - Relevancy/Focused with Chapter 1 research questions
  - Knowledge of topic
  - Articulation/Flow
  - Convention/Format

    - Citations/References
- **Chapter 1 & 2 – Total points = 28**

EDUC 520 additional assignments scoring criteria:

- Chapter One Proposal (Chapter 1) – Scoring criteria
    - A seven point scale
- Outline of Literature Review (Chapter 1) – Scoring areas
    - A 10 point scale

In our SLO 2013-2014 report we provided data from Fall & Spring 2012-2013 & 2013-2014. In this report we will add data from 2014-2015. Again, we decided to use the total score for the purpose of this report with the additional scores from each assignment.
We continue to use the scale developed last year. To be able to provide feedback related to the rubric scale used for Chapters 1 & 2 we created a total score "proficiency" scale using the total score with the following scoring criteria:

- Outstanding = a total score of 27-28
- Proficient = a total score of 23-26
- Mediocre = a total score of 19-22
- Novice = a total score less than 18

This scale was revised slightly after last year's results. Specifically, the "novice" category was changed from 14 points or less to 18 points or less and the "mediocre" category was changed from 15-22 points to 19-22 points.

Last year, we included 14 candidates (Fall 2012), 17 candidates (Spring 2013), 15 candidates (Fall 2013), and nine candidates (Spring 2014), who completed this project and assessment. This year, we have added nine candidates (Fall 2014), 15 candidates (Winter 2015) and 15 candidates (Spring 2015) to our dataset.

4. **Observations gathered from data**: Include findings and analyses based on the strategies and methods identified in item #3.

    a. Last year, average scores ranged from 22.7 in Spring 2014 to 25.1 in Fall 2013. This year, average scores were consistent at 25.5 – 25.7. See Table 1.

Table 1: 2015-2015 Average Scale Scores

Chapters 1 & 2 Scores 2012-2015			
Quarter	**n**	**Average**	**StdDev**
Fall 2012	14	23.5	4.6
Spring 2013	17	25.1	2.1
Fall 2013	15	24.7	4
Spring 2014	9	22.7	4.8
Fall 2014	9	25.7	1.6
Winter 2015	15	25.7	1.75
Spring 2015	15	25.5	3.3

2012-2014: The range of candidates total scores were between 14 and 28, with an average StdDev of 3.6. The median and mode scores were both 26. There were 12/55 (22 percent) candidates with perfect scores while 14/55 (25 percent) candidates scored 22 or lower (mediocre or novice).

Finding: Our 2014-2015 average total score result show an improvement compared to 2012-2014.

2014-2015: The range of candidates total scores were between 15 and 28, with an average StdDev of 2.2. The median score was 26 and mode score was 28. There were 10/39 (26 percent) candidates with perfect scores while 1/39 (3 percent) candidates scored 22 or lower (mediocre or novice).

b. Average total scores, StdDev scores, number and percent of candidates by "proficiency" category are presented in Table 2 below.

   A total of 6/94 (6%) candidates scored very low, less than 18 points (Novice), 11/94 (12%) candidates scored between 19-22 points (Mediocre), 46/94 (49%) candidates scored between 23-26 points (Proficient), and 31/94 (33%) candidates scored between 27-28 points (Outstanding). Average scale score and StdDev results suggest "significant" difference between candidates' scores in the "proficient" or higher categories compared to candidates' scores in the "mediocre" or less categories.

c. Third, we are analyzed average scores and StdDev scores between candidates who successfully completed the project with a "proficient" or higher score compared to candidates who struggle with the project and whose scores were lower. In addition, we added and aligned candidate scores on the "prerequisite" assignments to our dataset. We would like to see if we can predict the outcome on their project based on their first two assignments? We grouped our data into "proficient" and "non-proficient" candidates' average scores.

   Results continue to show us that there is a "significant" difference between "proficient" scores compared to "non-proficient" scores. This suggests that candidates with "non-proficient" scores, scored low across multiple areas i.e. they mostly met some expectations related to knowledge, articulation, and conventions, but lacked focus and/or organization in their project. That is, they struggled with Chapter 2. In 2014-2015, only one candidate scored low while all other candidates' scores were "proficient" or higher. We believe changes implemented to the course based on data from 2012-2014 has helped candidates in 2014-2015 to become more successful in completing their project.

In fact, the distribution and correlation between their "prerequisite" assignment scores and their total project score suggest that candidates do "mostly" well on their "prerequisite" assignments. The correlation between these two measures was only 0.22. In small group, the personal circumstances in this group as it related to success in the course are more important, two candidates decided on an "incomplete" in the course and one candidate who scored in the middle on the assignments did poorly on the final project.

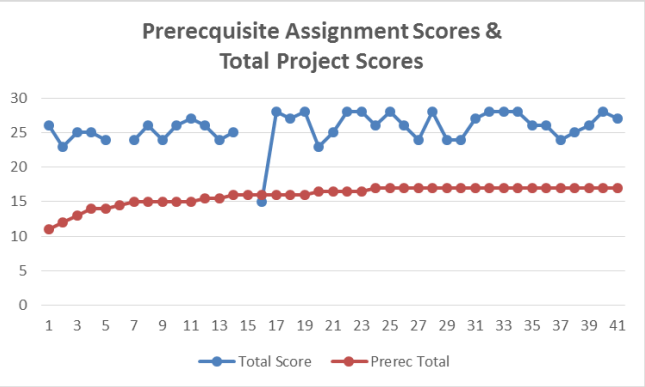

Table 2: Average scores across "proficiency" categories

Quarter	Novice	Mediocre	Proficient	Outstanding	Grand Total
Fall 2012					
Count	2	3	4	5	14
%	14%	21%	29%	36%	100%
Average of Score	15.00	20.33	25.00	27.60	23.50
StdDev of Score	1.41	1.15	1.15	0.55	4.62
Spring 2013					
Count		2	11	4	17
%	0%	12%	65%	24%	100%
Average of Score		21.00	25.00	27.25	25.06
StdDev of Score		1.41	1.10	0.50	2.05
Fall 2013					
Count	1	3	6	5	15
%	7%	20%	40%	33%	100%
Average of Score	14.00	20.67	25.67	28.00	24.67
StdDev of Score		1.15	0.82	0.00	4.05
Spring 2014					
Count	2	3	1	3	9
%	22%	33%	11%	33%	100%
Average of Score	16.00	21.33	24.00	28.00	22.67
StdDev of Score	0.00	1.15		0.00	4.80
Fall 2014					
Count			7	2	9
%	0%	0%	78%	22%	100%
Average of Score			25.00	28.00	25.67
StdDev of Score			1.00	0.00	1.58
Winter 2015					
Count			10	5	15
%	0%	0%	67%	33%	100%
Average of Score			24.70	27.80	25.73
StdDev of Score			1.06	0.45	1.75
Spring 2015					
Count	1		7	7	15
%	7%	0%	47%	47%	100%
Average of Score	15.00		25.00	27.57	25.53
StdDev of Score			1.15	0.53	3.29
Total Count	**6**	**11**	**46**	**31**	**94**
Total %	**6%**	**12%**	**49%**	**33%**	**100%**
Total Average of Score	**15.17**	**20.82**	**25.00**	**27.71**	**24.78**
Total StdDev of Score	**0.98**	**1.08**	**1.03**	**0.46**	**3.39**

d. Fourth, we looked at numbers and percentages across our "proficiency" scale. We created a baseline with the 2012-2014 data related the number and percentage of candidates who successfully completed the project with a "proficient" or higher score. See Table 2. Our "baseline" results suggested that about 70 percent of our candidates had "proficient" scores or higher and 30 percent had "non-proficient" scores. In 2014-2015, 38/39 or 97 percent of our candidates had "proficient" scores.

Finding: In 2014-2015, 38/39 or 97 percent of our candidates had "proficient" project scores.

e. Analysis of findings:

Our analysis was organized according to the four areas discussed in our result section of this report. In addition, we were interested in the relationship between scores on candidates' "prerequisite" assignments and their final project scores i.e. can we predict the outcome on their project based on their first two assignments?

First, an analysis of candidates' total scores revealed that candidates' average score of was lower than both the median and mode scores. Outlier scores between 14-16 points were found to support and contribute to this finding. Second, an analysis of "proficiency" scale scores revealed a "significant" difference in average scores between candidates whose scores were "proficient" or higher versus "non-proficient." Our analysis found that candidates with "non-proficient" scores were low across multiple areas i.e. they mostly met some expectations related to knowledge, articulation, and conventions, but lacked focus and/or organization in their project. Third, we found that candidates who scored low had most of their points deducted from the second part of the project, Chapter 2 compared to Chapter 1. This result is important because Chapter 2 accounts for 71 percent of the total score of 28 points and candidates would not be able to complete Chapter 2 without first completing Chapter 1 at a "proficient" level. Fourth, past results revealed that 70 percent of candidates completing the project in 2012-2014 had "proficient" scores compared to 97 percent in 2014-2015. We found a very weak correlation of 0.22 between candidates' "prerequisite" assignments and their final project scores. Most candidates do very well on these assignments and projects and if we would like to be able to predict final project outcomes we need to change the scoring and assessment categories of the "prerequisite" assignments to ensure more variability.

5. **What program changes will be made based on the assessment results?**

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

No changes to content, curriculum or sequence at this time, but with an added collection of and a breakdown of Chapter 1 and Chapter 2 scores as well as a focus on

"prerequisite" assignments we will through 2015-2016 conduct an analysis that will help us to identify candidates' areas of strength and weakness in completing Chapters 1 & 2 of the project and identify areas in which the rubrics can be improved. One proposal is to change the point scale for both assignments to a level it can be better used to differentiate between non-proficient, proficient and outstanding work. We will continue to use our analysis of "proficiency" scale scores as examples within EDUC 520. Continue with a focus on improved clarity of expectations and support for candidates to improve their drafts and self-evaluation. This seems to be the formula that worked well 2014-2015. Continue to provide examples of "proficient" work related to knowledge, articulation, and conventions, and focus and/or organization.

b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Our timeline for data collection and analysis will be Fall 2015 and Spring 2016 with a more in-depth evaluation during Summer 2016. This will follow revisions made to our program assessment plan and recently implemented course assessments (College/EWU).

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

First, a slight revision to the assignment & project point scales will be completed. Second, this year we will add a collection of and a breakdown of Chapter 1 and Chapter 2 scores. Establish an analysis that help us to identify candidates' areas of strength and weakness in completing Chapters 1 & 2 of the project and identify areas in which the rubrics can be improved. Third, use our established baseline to set goals for program improvement. We reached our goal of 80 percent of our candidates being "proficient". For example, past results revealed that 70 percent of candidates completing the project in 2012-2014 had "proficient" scores compared to 96 percent in 2014-2015. Fifth, incorporate and align these changes with our current assessment plan and course assessments.

Definitions:

1. **Student Learning Outcome**: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data**: This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf