SAINT LOUIS UNIVERSITY.

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): MA, Curriculum and Instruction
Department: Educational Studies
College/School: School of Education
Person(s) Responsible for Implementing the Plan: Nikki Murdick, Ph.D.; Joseph Nichols, Ph.D.
Date Submitted: February 26, 2016

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
What do you expect all students who complete the program to know, or be able to do?	*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?*	*How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.*	*How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*
Students will explain learning and curriculum theories.	EDF 5300 Advanced Ed Psychology. EDF 6100 Studies in Ed Philosophy. EDI 6450 Curriculum Development.	<u>Comprehensive exam</u> Direct questions about learning and curriculum theories. Indirect questions that require the student to use learning and curriculum theories to as part of their answer. <u>Theme paper</u> Research-based theme paper that explores an issue in curriculum and instruction.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.
Students will research questions in the field of curriculum and instruction.	EDR 5100 Introduction to Inferential Statistics: Education. EDR 5400 Introduction to Qualitative Research.	<u>Comprehensive exam</u> Students are required to answer questions about the research in and thinking behind their theme paper.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and

	EDR 5600 General Research Methods for Educators.	<u>Theme paper</u> Research-based theme paper that explores an issue in curriculum and instruction.	develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.
Students will analyze social justice issues in education.	EDF 5600 Foundations of Urban Education or another foundations course related to education and social issues (e.g. EDF 6050 Multicultural Issues/Public Service)	<u>Comprehensive exam</u> Students are required to use their knowledge of learning and curriculum theories to answer analysis questions about social justice related issues in education. <u>Theme paper</u> Research-based theme paper that explores an issue in curriculum and instruction.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.
Students will explain how learning and curriculum theories are used to develop education programs.	14 hours of coursework related to their field (e.g. EDI 5240 Seminar: Innovations in Elem Math Meth; EDI 5390 Psychology of Reading; EDI 5430 Basic Human Anatomy for Teachers; EDI 5440 Human Physiology for Teachers; EDI 5700 Math for Except Child; EDI 5830 Tech Teach Read in Content Area)	<u>Comprehensive exam</u> Students are required to answer questions about how learning and curriculum theories are used to develop education programs. <u>Theme paper</u> Research-based theme paper that explores an issue in curriculum and instruction.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.
Students will use oral and written communication.	Theme paper and Oral exam <u>EDI 5CR</u> Master's degree study <u>EDI 5950</u> Special study for exam	<u>Comprehensive exam</u> Program faculty evaluate how effectively students communicate their knowledge about curriculum, instruction, and learning. <u>Theme paper</u> Research-based theme paper that explores an issue in curriculum and instruction.	Assessment results are summarized and examined on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. These action plans are submitted and monitored on a yearly basis.

1. **It is <u>not recommended</u> to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

   The School of Education collects and analyzes data on its graduate teacher education learning outcomes every year. The data from these assessment measures are collected from September 1-August 31. This data is summarized and uploaded into the School of Education's data dashboard on a semester or yearly basis—depending on the nature of the data. The faculty review the data on these outcomes on a yearly basis in the fall semester.

   The review and reporting process for this assessment plan is monitored by the School of Education's assessment committee. Specifically, the Director of Graduate Teacher Education and the Director of Assessment are responsible for making sure this plan is implemented and that data-based program improvement decisions are made and used by faculty.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

   This question is not applicable to this assessment plan.

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

   a. **Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)**

      This assessment plan is reviewed in accordance with the School of Education's accreditation and program review cycle. The School of Education's assessment committee is responsible for reviewing and making changes to this assessment plan. The Director of Assessment is responsible for making sure the assessment committee monitors and reviews this plan at the appropriate time.

   b. **How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.**

      The Director of Graduate Teacher Education consults and facilitates discussions with students about the programs in graduate teacher education and manages program changes as necessary.

   c. **What external sources were consulted in the development of this assessment plan?**

The following external sources were consulted when making this plan:

- Saint Louis University's assessment planning materials and learning outcomes.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel.

The School of Education has the departmental resources and personnel to manage this plan. We have a full-time Director of Assessment as well as an assessment governing committee.