

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Master of Education  
Academic Year of Report: 2014/15  
Date Submitted: November 13, 2015  
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**A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

**Information is current; no changes required.**

**Information is not current; updates below.**

Update: **New Statement – Spring Semester, 2014 – This information was stated in last year’s annual report; however, it was never uploaded to the assessment website.**

The Master of Education (MED) Program is the oldest master’s program on the WSU campus. It began in 1978 as collaboration between WSU and Utah State University; although, all the courses were taught by WSU Teacher Education faculty. In 1988, it became the first stand-alone master’s degree on campus, three years before Weber became a university. The program caters to practicing teachers, on-campus personnel wishing to pursue a master’s degree, and to people in business and medical fields who teach as part of their jobs.

In an effort to help those who already had bachelor’s degrees and wanted to teach, the department added a licensure track for secondary education in 2007 at the post-baccalaureate level. This part of the program was immediately successful. The following year, due to popular demand, an elementary licensing track and a special education (mild/moderate) licensing track began. It is estimated that approximately two-thirds of the students admitted each semester (usually between 20 and 30) are seeking a teaching license.

The licensing portion of the program gained accreditation through the Teacher Education Accreditation Council (TEAC) arm of the Council for the Accreditation of Educator Preparation (CAEP) on May 21, 2015. The program is also approved by the Utah State Office of Education.

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## B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below.**

**New Mission Statement – Spring Semester, 2014 – This information was stated in last year’s annual report; however, it was never uploaded to the assessment website.**

The mission of the Master of Education in Curriculum and Instruction (MEd) program is to extend the professional knowledge, skills, and attitudes of educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of curriculum and instruction.

The program has a secondary mission of preparing post-baccalaureate students for an entry level teaching license in either elementary education, secondary education, or special education. The mission of this segment of the program aligns with the Teacher Education Department’s mission: We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

*Community:* We recognize that effective educator preparation is a cooperative endeavor involving faculty and staff members within the Teacher Education Department, the Moyes College of Education, and Weber State University. Our community also includes school districts, administrators, and teachers as well as professional organizations. Our success depends on effective and consistent collaboration between all groups.

*Caring, Competent Educators:* Our central aim is to ensure that teacher candidates develop necessary skills and dispositions as outlined in the Utah Effective Teaching Standards. We also acknowledge that it is of indispensable importance that each teacher develops an enduring ethic of care—the propensity and ability to meet the educational needs of each student.

*Equitable, Inclusive, and Transformative Education Practices:* We believe that processes and institutions of teaching and learning can and should become increasingly equitable, promoting the well being of all students, with special emphasis on underserved populations. To that end, we are committed, where necessary, to transforming the attitudes and beliefs of teacher candidates and to extending our research and professional outreach in shaping general educational practice and policy.

### C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

**Information is current; no changes required. Based on the 2013-2014 report.**

**Information is not current; updates below.**

### D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

**Information is current; no changes required. Based on the 2013-2014 report.**

**Information is not current; updates below**

### E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.*

Assessment plan:

**F. Report of assessment results for the most previous academic year:**

**A. Evidence of Learning: Courses within the Major**

<b>Evidence of MED Candidate Learning</b> (Summer, 2014 Fall, 2014, & Spring, 2015)				
<b>Course</b>	<b>Outcome</b>	<b>Assessment</b>	<b>Assessment Tool</b>	<b>Data for 2014-2015 Academic Year</b>
	Candidates will demonstrate			
MED 6000: Fundamentals of Graduate Study	Ability to analyze and critique educational research.	Preliminary Literature Review	Rubric: Literature Review for MED 6000  Mastery Model*	The mean score is 97.9/100. The range is 80-100. A total of 34 students were in the course these three semesters.
MED 6010: Advanced Historical Foundations	Knowledge of the history and philosophy of education.	Group Presentation on Ed. Foundations Topic	Rubric: Presentation MED 6010	The mean score is 25/25. A total of 36 students were in the course during these three semesters.
MED 6020: Diversity in Education	Knowledge of issues related to differences among groups of people and individuals and the impact on teaching and learning.	Social Justice Action Research Paper	Instructor grading	The mean score is 46.9/50. A total of 59 students were in the course during these three semesters.
		Research Presentation on an Assigned Diversity Topic	Instructor grading	The mean score is 24.8/25. A total of 59 students were in the course during these three semesters.
MED 6030: Advanced Educational Psychology	Knowledge of important theories of learning and development and the implications for education.	Oral Presentation of Influential Psychological Theorist	Rubric: Presentation MED 6030	The mean score is 48.9/50. The range is 40-50. A total of 39 students were in the course during the three semesters.
MED 6050: Curriculum Design, Evaluation, & Assessment	Knowledge of principles of curriculum development and assessment.	UBD Curricular Unit with Integration and Differentiation	Rubric: Curricular Unit  Mastery Model*	The mean score is 69.8/70. The range is 63-70. A total of 57 students were in the course during these three semesters.
MED 6060: Instructional Strategies	Knowledge of instructional strategies and practices that facilitate effective learning.	Instructional Strategies Practical Applications and Reflective Paper	Instructor grading	The mean score is 19.5/20. The range is 18-20 out of 20 pts. A total of 47 students were in the course during these three semesters.
MED 6080: Conducting Educational Research	Ability to analyze and critique educational research.	Literature Synthesis and Critique	Rubric: Literature Review for MED 6080  Mastery Model*	The mean score is 92.3/100. The range is 0-100 out of 100 pts. A total of 48 students were in the course during the three semesters.
MED 6085: Proposal Writing	Ability to analyze and critique educational research. AND Ability to use writing to meet scholarly and professional goals.	Literature Review section of the Proposal	Rubric: Literature Review for MED 6085  Mastery Model*	The mean score is 26.4/30. The range is 0-30 out of 30 pts. A total of 64 students were in the course during these three semesters.
MED 6090: Master's Project	Ability to find and report on a significant educational question that has usefulness and applicability through the development of a written project. AND Ability to use writing to meet scholarly and professional goals.	Final Project/Thesis	Rubric with final grade:  Mastery Model*	Final Grades: 64 students graduated in the three terms. Of the 64, 45 received A's on their final project; 5 received A-'s; 5 received B+'s; 6 received B's. Three other students have not yet completed their projects and have E's.
MED 6091: Graduate Synthesis Seminar	Ability to critically and reflectively synthesize personal and professional experience in the graduate program through the development of the project and the portfolio.	Synthesizing portfolio of all core courses with reflections	Scoring Scale: Portfolio	The mean score is 49.8/50. The range is 42-50. A total of 62 students were in the course during these three semesters.

\*Mastery Model means that students may submit the assignment multiple times for feedback before the final grade is assigned.

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

Our master's degree program does not have any direct service learning courses at this time. Most of our students are either practicing teachers or people seeking a teaching license. They "serve" every day.

## G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
Individual courses have specific assignments which are designed to meet the course and program objectives.	Individual instructors grade and return many artifacts though for the most part, the artifacts remain on the Canvas site of each course by semester.	Some are stored electronically through the instructor's Canvas site for each semester; others are given back to the student.
Final Master's Project	Anytime during the semester after the student has defended. The copies are brought to the master's office for binding.	Bound copies of each project can be found in the Stewart Library or in the Master's Library in the McKay Education Building.
Portfolio	Collected during 6091-Master's Synthesis course.  This portfolio is an individual student's reflection of the learning and growth through the master's program. It focuses on the core subjects; however, students may share their growth through other coursework.	Some are stored electronically through the instructor's Canvas site for each semester; others are given back to the student.

Summary Information (as needed)

## Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: Feb. 11, 2014	Recommendation	Progress Description
Recommendation 1 (Almost met)	The M.Ed. and post-bacc licensure program need to be two separate programs. The M.Ed. and post-bacc licensure should have separate mission statements and sets of learning outcomes.	As of summer, 2015, the Board of Regents approved two Graduate Certificate of Teaching (GCT) programs: elementary and secondary. Due to a major redesign of the curriculum for the post-bacc special education program, that GCT has been delayed to spring, 2016
Recommendation 2 (Met)	The program should create three sets of admission criteria—a set for the undergraduate program, a set for the post-bacc licensure program, and a set for the M.Ed. program. Each program has a different mission and is catering to a slightly different set of students. Having criteria specifically for the M.Ed. that isn't impacted by the post-bacc. licensure will strengthen the program and allow the faculty to select the best students to mentor in graduate studies.	This recommendation was completed in fall, 2014. With the GCT, it has only been strengthened.
Recommendation 3 (Met)	The program should continue its efforts to transition to the Utah Effective Teaching Standards (UETS). The program should align curriculum and program assessments with the standards.	To meet the necessary requirements for licensing accreditation, all GCT students are following the undergraduate data collections. This change will necessitate two separate program annual assessments beginning in the 2015-2016 academic year.
Recommendation 4 (Met)	The program should evaluate ways that the post-bacc licensure students can receive advisement that relieves pressure from Dr. Saunders. The program indicated that Lynda Goucher, part-time program secretary, does help with this effort along with her other duties.	Melinda Bowers was hired in September, 2014. Half of her required duties is to advise students. This additional adviser has greatly reduced the time Dr. Saunders spends in advisement.



<p>Recommendation 5 (Met)</p>	<p>The program indicated that Lynda Goucher’s position, part-time program secretary, should be reevaluated for an increase in compensation commensurate with responsibilities. The team further recommends that the position be expanded to a full-time FTE providing additional resource to support the M.Ed. program.</p>	<p>See response to recommendation 4. The job was reassessed and the position changed to reflect the additional duties. Ms. Bowers is also a full-time employee.</p>
<p>Recommendation 6</p>	<p>The program is encouraged to reach out to their K-12 and community partners and reconvene the Advisory Committee that hasn’t met since spring 2011.</p>	<p>Although the Advisory Committee has not met, the program director has met with many community partners which were not directly addressed in the program review. These partnerships are more dynamic and synergistic than the Advisory Committee. The director meets with practicing teachers, principals, human resource directors throughout the school year.</p>

Additional narrative:

## Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	24
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	24
Full-time Tenured	14
Full-time Non-Tenured (includes tenure-track)	10
Part-time	0
With Master's Degrees	0
Full-time Tenured	
Full-time Non-Tenured	
Part-time	
With Bachelor's Degrees	0
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	0
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	24
Full-time Tenured	14
Full-time Non-tenured	10
Part-time	

**FYI: One faculty member retired in December so we ended the year with 23 full time faculty**

**Please respond to the following questions.**

- 1) Based on your program's assessment findings, what subsequent action will your program take?

The core courses are meeting the needs of those who are seeking a master's degree in education with an emphasis in curriculum and instruction. We see evidence of that in the students' final survey which is not reported as data in this report. We will continue to make improvements as is necessary; however, those changes seem to take place at the individual course level when the instructor sees a need to address the learning of a specific group of students.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

As teachers of teachers much of our assessment is on-going and formative. Rarely are paper/pencil (or ChiTester) tests used in the master's program. We are better served by our mastery model of instruction allowing for many iterations of the key assignments to be turned in for feedback before the final grade is posted. Those students who take advantage of this practice succeed in the program.

Additionally, our classes are usually small enough to use Socratic method and cooperative learning strategies as formative assessments each time the class meets. Because we have students from diverse backgrounds (K-12 teachers, college instructors or advisors, etc.), we are not afraid to differentiate our curriculum to meet the needs of our students. Also, we believe that not all learning can or should be reduced to a single number.