

Executive Summary

Fall 2017

College of Graduate Studies and Adult Education

The past assessment cycle (2016-2017) has completed a two-year process for graduate programs which are typically two years in length. The following narrative is a sampling of the individual program findings from the completed assessment cycle.s

Athletics Administration

- Outcome 1: Governing Body Alignment
 - Need to have a broader outlook for expertise
- Outcome 2: Engaging future administrators physically, emotionally and spiritually
 - Instructors are doing well reaching students in their courses will all three
- Outcome 3: Marketing Plan development
- Outcome 4: Strategic Plan development
 - Master of Business Administration
 - Further addition of resources for assistance in quantitative courses.

Master of Public Health

- Program Outcome #4 (critical review, analysis, application of findings and recommendations from medical and public health literature and research) continues to be lower than desired. Resources were added to Week 1 of all courses to help familiarize students with library resources, how to use Concordia's online library database, and the contact information for our Concordia Reference and Instruction Librarian. The hope is that Program Outcome #4 will improve in all classes.

Master of Healthcare Administration

- HADM 505 artifact:
 - Demonstrate capacity of Servant Leadership
 - 5 artifacts measured: 40% fell below standard deviation which is a small sample.

Master of Human Services

- *Was able to review a broad scope due to in depth analysis and review of the program through revisions*
- *Improvement with more students meeting outcomes, but are going to need to align better with National Board of Human Services which will be contingent on decision on investment of program revision with university and strategic partner*

Education Core Courses

- *Eight outcomes in the Education Core*
 - *Demonstrating growth in determining a professional need or interest area*
 - *In previous review, the artifact for this outcome which was a research plan was revised along with its delivery method that allowed for a higher achievement of the outcome by students*

MEd in Curriculum & Instruction

- *All of the assessments were completed by Previous Director*
- *It was noticed that the means on previous matrices were low and she is reviewing artifacts and courses that have them embedded to see if there are steps that can be taken to improve the mean*
- *It was found that a course in C&I that is shared with Education Administration can be removed as it is not applicable and have it replaced with the C&I practicum. This would still allow those pursuing an ITL or Curriculum Supervisor Endorsement to achieve the requirements by the NDE and complete their program in 36 credit hours instead of 39 credit hours.*

MEd in Early Childhood Education

- *Outcomes are in direct alignment with the NAEYC Standards for Advanced Early Childhood Professional Preparation Programs*
- *Instructors frequently fill out and submit Course Improvement reports to keep the course content current, demonstrate academic rigor, and user friendly*
- *Standard 5: Using content knowledge to build a meaningful curriculum*
- *The proposal that students submit to complete their internship (field experience) hours has been revised so that the student identifies a plan to understand content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies so that the required experience has a meaningful connection to program outcomes.*

MEd in Education Administration

- *There were a large number of artifacts listed in the assessment matrix that needed to better identify how it would align with program outcomes. Ken is in the process of reviewing each artifact and revising instructions to better align with the program outcome it was designed to meet.*

MEd in Literacy

- *The first class (EDUC 566) has a large percentage of the total program outcomes measured in it. An initial concern was whether all were appropriate for this beginning class. The results from two years of data shows that each outcome is met on some level in that initial class*
- *The data over the past two years has shown growth in each outcome throughout its measurement in the program using different artifacts, different classes, and same outcome.*

MEd in Special Education

- *Council for Exceptional Children and NDE standards alignment (Seven Program Outcomes divided into nine behavior outcomes)*
- *Goal for students to be at developing and advanced was met based on review of last round of artifacts. Very few were at the “beginning stage” which is largely due to instructor interaction*

MEd in TESOL

- *From the observable data, the program director plans to meet with Adjuncts to incorporate linguistics more throughout the program due to observation that students were not successful at being able to model linguistics in lesson planning.*