



CORE COURSE GOALS and ASSESSMENT ARTIFACTS

<p>CORE COURSES</p>  <p>Graduate Core Course Outcomes</p> 	<p>EDUC. 501 CONTEMPORARY THOUGHT IN EDUCATION</p> <p>ARTIFACTS: VITA Philosophy of education</p>	<p>PSY. 511 PSYCHOLOGICAL FOUNDATIONS OF TEACHING AND LEARNING</p> <p>ARTIFACT: Comprehensive Course Project</p>	<p>EDUC. 594 RESEARCH EVALUATION AND DESIGN</p> <p>ARTIFACT: Research Plan</p>	<p>SOC. 565 SERVING AND LEADING IN COMMUNITY AND WORLD</p> <p>ARTIFACT: Application Paper</p>
<p>1. Demonstrate ability to complete a program of advanced study and <i>a commitment to continuous, self-directed professional growth</i></p> <p>EXPECTATIONS:</p> <p>Set 1 (3/2/2015-12/18/15) M= 1.5</p>	<p><u>VITA</u></p> <p>Set 1 Philosophy M=2.71 N=51 Bg= 6% Dev. =38% Adv.= 41% Pro. = 18%</p>	<p><u>Comprehensive Course Project</u></p>		<p><u>Application Paper</u></p>

<p>Set 2 (1/1/2016-8/31/2016)</p>	<p>Set 2 Philosophy M=3.12 N=33 Bg= 3% Dev. =6% Adv.= 67% Pro. = 24%</p> <p>Set 2 Vita M=3.5 N= 76 Bg=0% Dev.=16% Adv.=18% Pro.=66%</p>	<p>Set 2 Course Project M=2.69 N= 16 Bg=6% Dev.=31% Adv.=50% Pro.=13%</p>		
<p>Set 3 (8/29/2016-12/31/2016)</p>	<p>Set 3 Philosophy M=2.67 N=9 Bg= 0% Dev. =44% Adv.= 44% Pro. = 11%</p> <p>Set 3 Vita M=2.70 N=10 Bg= 10% Dev. =40% Adv.= 20% Pro. = 30%</p>	<p>Set 3 Course Project M=3.2 N=10 Bg= 0% Dev. = 10% Adv.= 60% Pro. = 30%</p>		

<p>Set 4 (1/1/2017-5/3/17)</p>	<p>Set 4 Philosophy M= 3.3 N= 10 Bg= 0% Dev. = 0% Adv.= 70% Pro. = 30%</p> <p>Set 4 Vita M= 3.1 N= 9 Bg= 0% Dev. = 11% Adv.= 67% Pro. = 22%</p>	<p>Set 4 Course Project M= 2.8 N= 10 Bg= 0% Dev. = 20% Adv.= 80% Pro. = 0%</p>		
<p>Set 5 (5/5/2017-8/5/17)</p>	<p>Set 5 Philosophy M= 2.7 N= 10 Bg= 0% Dev. = 40% Adv.= 50% Pro. = 10%</p> <p>Set 5 Vita M= 3.36 N= 11 Bg= 0% Dev. = 18% Adv.= 27% Pro. = 55%</p>	<p>Set 5 Course Project M= 2.95 N= 62 Bg= 0% Dev. = 13% Adv.= 79% Pro. = 8%</p>		

<p>Set 6 (8/31/2017-12/31/17)</p>	<p>Set 6 Philosophy M= 2.9 N= 10 Bg= 0% Dev. = 40% Adv.= 30% Pro. = 30%</p> <p>Set 6 Vita M= 3.6 N= 10 Bg= 0% Dev. = 10% Adv.= 20% Pro. = 70%</p>	<p>Set 6 Comprehensive Course Project M= 3.87 N= 69 Bg= 0% Dev. = 3% Adv.= 7% Pro. = 90%</p>		

<p>Set 7 (01/01/2018-05/12/2018)</p>	<p>Set 7 Philosophy (01/01/2018 - 05/12/2018) N = 12 M= 3.58 Median = 4 SD = 0.49 Bg= 0% Dev. = 0% Adv.= 42% Pro. = 58%</p> <p>Set 7 Vita (01/01/2018 - 05/12/2018) N = 9 M= 3.78 Median = 4 SD = 0.42 Bg= 0% Dev. = 0% Adv.= 22% Pro. = 78%</p>	<p>Set 7 Comprehensive Course Project (01/01/2018 - 05/12/2018) N = 79 M= 3.65 Median = 4 SD = 0.55 Bg= 0% Dev. = 4% Adv.= 28% Pro. = 68%</p>		
<p>Set 8 Philosophy (05/06/2018 - 08/25/2018)</p> <p>Set 8 Vita (05/06/2018 - 08/25/2018)</p>	<p>Set 8 Philosophy (05/06/2018 - 08/25/2018) N = 11 M= 3.91 Median = 4 SD = 0.29 Bg= 0% Dev. = 0% Adv.= 09% Pro. = 91%</p> <p>Set 8 Vita (05/06/2018 - 08/25/2018) N = 10 M= 3.8 Median = 4 SD = 0.4 Bg= 0% Dev. = 0% Adv.= 20% Pro. = 80%</p>	<p>Set 8 Comprehensive Course Project (05/06/2018 - 08/25/2018) N = 67 M= 3.88 Median = 4 SD = 0.32 Bg= 0% Dev. = 0% Adv.= 12% Pro. = 88%</p>		

<p>Set 9 Philosophy (08/26/2018 - 12/31/2018)</p>	<p>Set 9 Philosophy (08/26/2018 - 12/31/2018) N = 1 M= 4 Median = 4 SD = 0 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%</p>	<p>Set 9 Comprehensive Course Project (08/26/2018 - 12/31/2018) N = 30 M= 3.09 Median = 4 SD = 0.3 Bg= 0% Dev. = 0% Adv.= 10% Pro. = 90%</p>		
<p>Set 9 Vita (08/26/2018 - 12/31/2018)</p>	<p>Set 9 Vita (08/26/2018 - 12/31/2018) N = 1 M= 4 Median = 4 SD = 0 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%</p>			
<p><u>2. Demonstrate growth in ability to minister to those with whom they work</u>, recognizing each individual's unique potential because of</p>		<p><u>Comprehensive Course Project</u></p>		<p><u>Application Paper</u> (dispositions)</p>

<p>God's creative and redemptive acts;</p> <p>EXPECTATIONS:</p> <p>Set 1 (3/2/2015-12/18/15) M=1.5</p>				
<p>Set 2 (1/1/2016-8/31/2016)</p>		<p>Set 2 Course Project M=2.25 N= 16 Bg=19% Dev.=44% Adv.=31% Pro.=6%</p>		
<p>Set 3 (8/29/2016-12/31/2016)</p>		<p>Set 3 Course Project M=1.2 N=10 Bg= 0% Dev. =10% Adv.= 80% Pro. = 10%</p>		
<p>Set 4 (1/1/2017-5/3/17)</p>		<p>Set 4 Course Project M= 2.3 N= 10 Bg= 0% Dev. = 70% Adv.= 30% Pro. = 0%</p>		
<p>Set 5 (5/5/2017-8/5/17)</p>		<p>Set 5 Course Project M= 3.13 N= 62 Bg= 0% Dev. = 10% Adv.= 68% Pro. = 23%</p>		

Set 6 (8/31/2017-12/31/17)		Set 6 Comprehensive Course Project M= 2.8 N= 10 Bg= 10% Dev. = 30% Adv.= 30% Pro. = 30%		
Set 7 Comprehensive Course Project (01/01/2018 - 05/12/2018)		Set 7 Comprehensive Course Project (01/01/2018 - 05/12/2018) N = 79 M= 3.06 Median = 3 SD = 0.33% Bg= 0% Dev. = 3% Adv.= 89% Pro. = 9%		
Set 8 Comprehensive Course Project (05/06/2018 - 08/25/2018)		Set 8 Comprehensive Course Project (05/06/2018 - 08/25/2018) N = 67 M= 3.06 Median = 3 SD = 0.24 Bg= 0% Dev. = 0% Adv.= 94% Pro. = 06%		
		Set 9 Comprehensive Course Project (08/26/2018 - 12/31/2018) N = 30 M= 3.43 Median = 3 SD = 0.5 Bg= 0% Dev. = 0% Adv.= 57% Pro. = 43%		

<p><u>3. Demonstrate growth in their understanding of the knowledge base of teaching, leading, and learning;</u></p> <p>EXPECTATIONS:</p> <p>1st Set (3/2/2015)</p>				<u>Application Paper</u>
<p>2nd Set (1/1/2016-8/31/2016)</p>				
<p>Set 4 (1/1/2017-5/3/17)</p>				<p>Set 4 Application Paper M= 2.22 N= 9 Bg= 0% Dev. = 78% Adv.= 22% Pro. = 0%</p>

Set 5 (5/5/2017-8/5/17)				Set 5 Application Paper M= 3.0 N= 10 Bg= 0% Dev. = 10% Adv.= 80% Pro. = 10%
Set 6 (8/31/2017-12/31/17)				Set 6 Application Paper M= 3.8 N= 10 Bg= 0% Dev. = 0% Adv.= 20% Pro. = 80%
Set 7 Application PaperProject (01/01/2018 - 05/12/2018)				Set 7 Application PaperProject (01/01/2018 - 05/12/2018) N = 10 M= 3.1 Median = 3 SD = 0.3% Bg= 0% Dev. = 0% Adv.= 90% Pro. = 10%
Set 8 Application PaperProject (05/06/2018 - 08/25/2018)				Set 8 Application Paper (05/06/2018 - 08/25/2018) N = 10 M= 4 Median = 4 SD = 0 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%
Set 9 Application Paper (08/26/2018 - 12/31/2018)				Set 9 Application Paper (08/26/2018 - 12/31/2018) N = 8 M= 3.88 Median = 4 SD = 0.33 Bg= 0%

				Dev. = 0% Adv.= 13% Pro. =88%
4. Demonstrate understanding of the <u>history and philosophy of education</u> ; EXPECTATIONS: 1st Set (3/2/2015-12/18/15) M=1.5	<u>Philosophy of Education</u> Set 1: Set 1 Philosophy M=1.96 N= 51 Bg=24% Dev.=59% Adv.=16% Pro.=2%	<u>Comprehensive Course Project</u>		
2nd Set (1/1/2016-8/31/16)	Set 2: Philosophy: M=2.67	Set 2: Course Project M=1.85		

	N= 33 Bg=3% Dev.=39% Adv.=45% Pro.=12%	N= 13 Bg=38% Dev.=38% Adv.=23% Pro.=0%		
3rd Set (8/29/2016-12/31/2016)	Set 3 Philosophy M=2.67 N=9 Bg= 0% Dev. =33% Adv.= 67% Pro. = 0%	Set 3 Course Project M=3.0 N=10 Bg= 0% Dev. =10% Adv.= 80% Pro. = 10%		
Set 4 (1/1/2017-5/3/17)	Set 4 Philosophy M= 3.4 N= 10 Bg= 0% Dev. =0% Adv.= 60% Pro. = 40%	Set 4 Course Project M= 2.6 N= 10 Bg= 0% Dev. = 40% Adv.= 60% Pro. = 0%		
Set 5 (5/5/2017-8/5/17)	Set 5 Philosophy M= 3.1 N= 10 Bg= 0% Dev. = 10% Adv.= 70% Pro. = 20%	Set 5 Course Project M= 2.77 N= 62 Bg= 0% Dev. = 31% Adv.= 61% Pro. = 8%		
Set 6 (8/31/2017-12/31/17)	Set 6 Philosophy M= 2.8 N= 10 Bg= 10% Dev. = 30% Adv.= 30% Pro. = 30%	Set 6 Comprehensive Course Project M= 3.4 N= 10 Bg= 0% Dev. = 10% Adv.= 40% Pro. = 50%		
Set 7 Comprehensive Course Project (01/01/2018 - 05/12/2018)	Set 7 Philosophy (01/01/2018 - 05/12/2018) N = 12 M= 3.5 Median = 3.5	Set 7 Comprehensive Course Project (01/01/2018 - 05/12/2018) N = 79 M= 3.73		

	SD = 0.5 Bg= 0% Dev. = 0% Adv.= 50% Pro. = 50%	Median = 4 SD = 0.54% Bg= 0% Dev. = 5% Adv.= 16% Pro. = 78%		
Set 8 Comprehensive Course Project (05/06/2018 - 05/25/2018)	Set 8 Philosophy (05/06/2018 - 08/25/2018) N = 11 M= 3.82 Median = 4 SD = 0.39 Bg= 0% Dev. = 0% Adv.= 18% Pro. = 82%	Set 8 Comprehensive Course Project (05/06/2018 - 08/25/2018) N = 67 M= 3.91 Median = 4 SD = 0.29 Bg= 0% Dev. = 0% Adv.= 09% Pro. = 91%		
Set 9 Philosophy (06/26/2018 - 12/31/2018)	Set 9 Philosophy (08/26/2018 - 12/31/2018) N = 1 M= 4 Median = 4 SD = 0 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%	Set 9 Comprehensive Course Project (08/26/2018 - 12/31/2018) N = 30 M= 3.43 Median = 4 SD = 0.25 Bg= 0% Dev. = 0% Adv.= 07% Pro. = 93%		
5. Demonstrate an understanding of the <u>significance and complexities of educational Research</u> EXPECTATIONS: 1st Set (3/2/2015-12/18/15)			<u>Research Plan</u> Set 1 M=2.38 N= 43 Bg= 19% Dev.= 43% Adv.= 19% Pro.=19%	

M=1.5				
2nd Set (1/1/2016-8/31/2016)			Set 2 Research Plan M=2.74 N= 23 Bg=4% Dev.=39% Adv.=35% Pro.=22%	
3rd Set (8/29/2016-12/31/2016)			Set 3 Research Plan M=2.5 N=10 Bg= 10% Dev. =50% Adv.= 20% Pro. = 20%	
Set 4 (1/1/2017-5/3/17)			Set 4 Research Plan M= 3.4 N= 10 Bg= 0% Dev. = 10% Adv.= 40% Pro. = 50%	
Set 5 (5/5/2017-8/5/17)			Set 5 Research Plan M= 2.8 N= 10 Bg= 0% Dev. = 30% Adv.= 60% Pro. = 10%	
Set 6 (8/31/2017-12/31/17)			Set 6 Research Plan M= 3.7 N= 11 Bg= 0% Dev. = 0% Adv.= 27% Pro. = 73%	

Set 7 (01/01/2018 - 05/12/2018)			Set 7 Research Plan N = 11 M= 3.91 Median = 4 SD = 0.29 Bg= 0% Dev. = 0% Adv.= 9% Pro. = 91%	
Set 8 (05/06/2018 - 05/25/2018)			Set 8 Research Plan (05/06/2018 - 08/25/2018) N = 10 M= 3.9 Median = 4 SD = 0.3 Bg= 0% Dev. = 0% Adv.= 10% Pro. = 90%	
Set 9 Research Plan (08/26/2018 - 12/31/2018)			Set 9 Research Plan (08/26/2018 - 12/31/2018) N = 9 M= 3.67 Median = 4 SD = 0.31 Bg= 0% Dev. = 0% Adv.= 11% Pro. = 89%	
6. Demonstrate the <i>ability and commitment to implement a Christian educational world view</i> that transcends human				<u>Application Paper</u> (dispositions)

<p>disadvantages, disabilities and cultural, sexual and social biases;</p> <p>EXPECTATIONS:</p> <p>1st Set (3/2/2015)</p>				
<p>2nd Set (1/1/2016-8/31/2016)</p>				
<p>3rd Set (8/29/2016-12/31/2016)</p>				
<p>Set 4 (1/1/2017-5/3/17)</p>				<p>Set 4 Application Paper (1/1/2017-5/3/17) M= 2.78 N= 9 Bg= 0% Dev. = 22% Adv.= 78% Pro. = 0%</p>
<p>Set 5 (5/5/2017-8/5/17)</p>				<p>Set 5 Application Paper (5/5/2017-8/5/17) M= 3.2 N= 10 Bg= 0% Dev. = 10% Adv.= 60% Pro. = 30%</p>
<p>Set 6 (8/31/2017-12/31/17)</p>				<p>Set 6 Application Paper (8/31/2017-12/31/17) M= 4.0 N= 10 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%</p>

Set 7 (01/01/2018 - 05/12/2018)				Set 7 Application Paper (01/01/2018 - 05/12/2018) N = 10 M= 3.8 Median = 4 SD = 0.4 Bg= 0% Dev. = 0% Adv.= 20% Pro. = 80%
Set 8 (05/06/2018 - 05/25/2018)				Set 8 Application Paper (05/06/2018 - 05/25/2018) N = 10 M= 3.7 Median = 4 SD = 0.46 Bg= 0% Dev. = 0% Adv.= 30% Pro. = 70%
Set 9 Application Paper (08/26/2018 - 12/31/2018)				Set 9 Application Paper (08/26/2018 - 12/31/2018) N = 8 M= 4 Median = 4 SD = 0 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%
7. Demonstrate an appreciation for the <u>place and contribution of school and church to society</u> ; and	<u>Philosophy of Education</u>			<u>Application Paper</u>
EXPECTATIONS:	Set 1: M=1.98 N=51 Bg=25% Dev.=57%			

1st Set (3/2/2015)	Adv.=12% Pro.=6%			
2nd Set (1/1/2016-8/31/2016)	Set 2: Philosophy M=2.61 N= 33 Bg=3% Dev.=45% Adv.=39% Pro.=12%			
3rd Set (8/29/2016-12/31/2016)	Set 3 Philosophy M=2.11 N=9 Bg= 33% Dev. =33% Adv.= 22% Pro. = 11%			
Set 4 (1/1/2017-5/3/17)	Set 4 Philosophy M= 3.2 N= 10 Bg= 0% Dev. = 20% Adv.= 40% Pro. = 40%			Set 4 Application Paper (1/1/2017-5/3/17) M= 2.89 N= 9 Bg= 0% Dev. = 22% Adv.= 67% Pro. = 11%
Set 5 (5/5/2017-8/5/17)	Set 5 Philosophy M= 2.8 N= 10 Bg= 0% Dev. = 50% Adv.= 20% Pro. = 30%			Set 5 Application Paper (5/5/2017-8/5/17) M= 3,2 N= 10 Bg= 0% Dev. = 10% Adv.= 60% Pro. = 30%
Set 6 (8/31/2017-12/31/17)	Set 6 Philosophy M= 3.4 N= 10 Bg= 0% Dev. = 10% Adv.= 40% Pro. = 50%			Set 6 Application Paper (8/31/2017-12/31/17) M= 4.0 N= 10 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%

Set 7 (01/01/2018-05/12/2018)	Set 7 Philosophy (01/01/2018 - 05/12/2018) N = 12 M= 3.25 Median = 3 SD = 0.6 Bg= 0% Dev. = 8% Adv.= 58% Pro. = 33%			Set 7 Application Paper (01/01/2018-05/12/2018) N = 10 M= 3.7 Median = 4 SD = 0.46 Bg= 0% Dev. = 0% Adv.= 30% Pro. = 70%
Set 8 (05/06/2018 - 05/25/2018)	Set 8 Philosophy (05/06/2018 - 05/25/2018) N = 11 M= 3.64 Median = 4 SD = 0.48 Bg= 0% Dev. = 0% Adv.= 36% Pro. = 64%			Set 8 Application Paper (05/06/2018 - 05/25/2018) N = 10 M= 3.9 Median = 4 SD = 0.3 Bg= 0% Dev. = 0% Adv.= 10% Pro. = 90%
Set 9 Philosophy (08/26/2018 - 12/31/2018)	Set 9 Philosophy (08/26/2018 - 12/31/2018) N = 1 M= 3 Median = 3 SD = 0 Bg= 0% Dev. = 0% Adv.= 100% Pro. = 0%			Set 9 Application Paper (08/26/2018 - 12/31/2018) N = 8 M= 4 Median = 4 SD = 0 Bg= 0% Dev. = 0% Adv.= 0% Pro. = 100%

<p>8. Demonstrate growth in strengthening a <u>professional need or interest area.</u></p> <p>EXPECTATIONS:</p> <p>1st Set (3/2/2015-12/18/15) M 1.5</p>			<p><u>Research Plan</u></p> <p>Set 1: M= 2.4 N=43 Bg.= 21% Dev.=36% Adv.=24% Pro.=19%</p>	<p><u>Application Paper</u></p>
<p>2nd Set (1/1/2016-8/31/2016)</p>			<p>Set 2: Research Plan M=2.78 N= 23 Bg=4% Dev.=35% Adv.=39% Pro.=22%</p>	
<p>3rd Set (8/29/2016-12/31/2016)</p>			<p>Set 3 Research Plan M=2.9 N=10 Bg= 0% Dev. =50% Adv.= 10% Pro. = 40%</p>	
<p>Set 4 (1/1/2017-5/3/17)</p>			<p>Set 4 Research Plan M= 3.2 N= 10 Bg= 0% Dev. = 10% Adv.= 60% Pro. = 30%</p>	
<p>Set 5 (5/5/2017-8/5/17)</p>			<p>Set 5 Research Plan M= 2.8 N= 10 Bg= 0% Dev. = 30% Adv.= 60% Pro. = 10%</p>	

Set 6 (8/31/2017-12/31/17)			Set 6 Research Plan M= 3.91 N= 11 Bg= 0% Dev. = 0% Adv.= 09% Pro. = 91%	
Set 7 (01/01/2018-05/12/2018)			Set 7 Research Plan N = 11 M= 3.91 Median = 4 SD = 0.29 Bg= 0% Dev. = 0% Adv.= 9% Pro. = 91%	
Set 8 (05/06/2018 - 08/25/2018)			Set 8 Research Plan (05/06/2018 - 08/25/2018) N = 10 M= 3.6 Median = 4 SD = 0.92 Bg= 10% Dev. = 0% Adv.= 10% Pro. = 80%	
Set 9 Research Plan (08/26/2018 - 12/31/2018)			Set 9 Research Plan (08/26/2018 - 12/31/2018) N = 9 M= 3.89 Median = 4 SD = 0.31 Bg= 0% Dev. = 0% Adv.= 11% Pro. = 89%	

CGS Assessment Framework Jpreuss Fall, 2013 Revised Summer, 2014, Revised Fall, 2014

Fall 2018 (C & W charts by outcomes) See Google Drive files at this link:

<https://docs.google.com/document/d/1-9fBRficjboS3VyZHBp-PRjiqpfY3fnCxrg-eWLPPpg/edit?usp=sharing>

- Outcome 1 (*Demonstrate ability to complete a program of advanced study and a commitment to continuous, self-directed professional growth*) EDUC 501 and PSY 511 were compared across cohorts and courses. In the Assessment Matrix there did not appear to be a significant difference in the results.
- In the last Assessment Matrix (Fall 2018) Outcome 1 in EDUC 501 outperformed Outcome 1 in Psy 511.
- This could be for a number of reasons. EDUC 501 was recently refreshed and the content was optimized to eliminate repetitive busy work and focus on a purposeful development of critical thinking and analytical skills.
- Psy 511 is not well balanced or optimized for critical thinking development.
- There are only three end of the week assignments in the course (Weeks 3, 6, & 8).
- Weeks 1 & 7 have 2 discussion boards; Weeks 2 & 3 have 3 discussion boards, Week 4,5, & 6 have 1 discussion board, and Week 8 has 0 discussion boards.

Plan of Action:

Write a course refresh for PSY 511 to:

- Even out the workload so each week has approximately the same amount of content, reading expectations, and assignments.
- Rewrite the discussion board questions to focus on higher order thinking skills and eliminate simple fact based responses. All discussion board questions should require a depth of thought and reflection that is only possible when the student spends time in critical analysis of the content and research.
- Evaluate the usefulness of the Blog responses in Weeks 4 & 5.
- Consider incorporating other Instructional Design choices to develop an engaging and rigorous classroom environment.
- Consider building exemplars into the Master Course

Outcome 2 *Demonstrate growth in ability to minister to those with whom they work, recognizing each individual's unique potential because of God's creative and redemptive acts* only has one artifact from PSY 511.

Outcome 3 *Demonstrate growth in their understanding of the knowledge base of teaching, leading and learning* only has one artifact from SOC 565.

Outcome 5 *Demonstrate an understanding of the significant and complexities of educational research* only has one artifact from EDUC 594

Outcome 6 *Demonstrate the ability and commitment to implement a Christian educational world view that transcends human disadvantages, disabilities and cultural, sexual and social biases* only has one artifact from SOC 565.

Outcome 8 *Demonstrate growth in strengthening a professional need or interest area* only has one artifact from EDUC 594.

Plan of Action:

- Review the outcomes that only have one artifact and consider if there are other course artifacts that may be appropriate to add to the Assessment Matrix.
 - Having multiple artifacts will allow for a cross course comparison of outcomes. This may offer a more complete analysis of the measures.
 - This Plan of Action should be implemented after PSY 511 has been refreshed.
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Spring 2018 to Summer 2018 (C&W charts by outcomes) See Google Drive files at this link:

<https://docs.google.com/document/d/1-9fBRficiboS3VyZHBp-PRjiqpfY3fnCxrg-eWLPPpg/edit?usp=sharing>

Plan of Action:

- Outcome 1 (Demonstrate ability to complete a program of advanced study and *a commitment to continuous, self-directed professional growth*) in EDUC 501 and PSY 511 were compared across cohorts and courses. There did not appear to be a significant difference in the results. It does appear that this outcome is being sufficiently met in both of these courses. However, the outcome data does suggest that there has been improvement across all cohorts for this outcome. The factors that may contribute to this increase in outcome scores may be attributed to a number of factors, there have been several different assessors looking t the various artifacts over a period of time. The cap on courses was extended and the CORE courses frequently meet the threshold. More students in each course may result in instructors having to spread out their efforts among more students, which may impact the teaching and learning opportunities. Finally, EDUC 501 recently went through a course refresh which may have impacted the student learning outcomes. With these changes it is recommended that the outcome results be carefully monitored over the next few assessment periods to identify any trends or potential correlations.

8/31/2017-12/31/17
Plan of Action

The assessment data from Chalk & Wire was not synced with the outcomes in the Matrix. Upon consultation with Anna Boriack and Kathleen Wheeler it was determined that Anna would make some changes to the way the data is synced so it can be entered correctly into the Matrix. A permanent fix will be made to correctly sync the Chalk & Wire data to the Matrix. Anna, Kathleen and I will work together to make this happen.

After a conversation with Kathleen regarding the data I have reflected on the scoring rubrics. I may have been assessing the artifacts too high. I will keep this in mind as I assess future artifacts.

Overall, I think the artifacts are a reasonable reflection of the outcomes. However, I plan to look closely at the artifact and criterion to ensure they are aligned in the best way possible. I will send any changes to the alignment to Kathleen.

Upon consultation with Dean Moberly I will work on assessing the SPED backlog. At this time I do not have any SPED data to enter into the rubric.

Jacob Hollatz has completed the refresh of EDUC 501. Doug Eicher has completed the refresh of EDUC 559. Kari Drymon has completed the refresh of EDUC 660. Lorie Flores is working on the refresh of PSY 511.

Data Results:

January 31, 2016 (C&W charts by outcomes)

July 31, 2016 (C&W charts by outcomes)

Plan of Action:

It looks like the assignments are meeting the outcomes for all courses. This was the first set I assessed instead of Judy so some of the changes in number are probably from that. Before making any major decisions I would let Mark assess a couple of sets in order to establish some baseline values again.

Budget Implications:

None

(1/1/2017-5/3/17)

Plan of Action:

In general the assignments seem to sufficiently reflect the outcomes. There is, however, some variability in the scores. Having had three different assessors of the artifacts may account for this variability. Curiously, in outcome four a the mean rose for the Course Project, the % in the top two categories declined. It is unclear why this occurred.

At this time no changes need to be made as the most critical need is to establish consistency.

Budget Implications:

None

5/5/2017-8/5/2017
Plan of Action

The assignments are meeting the outcomes for all courses. Instances where only two sets of data are available indicate growth from set 4 to set 5. Courses and assessments with all five data sets show greater variability in scores. This is not surprising given three different assessors were involved. At this time no changes need to be made in assessments of processes.

Budget Implications:
None

8/31/2017-12/31/17
Plan of Action

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After a conversation with Kathleen regarding the data I have reflected on the scoring rubrics. I may have been assessing the artifacts too high. I will keep this in mind as I assess future artifacts.

Overall, I think the artifacts are a reasonable reflection of the outcomes. However, I plan to look closely at the artifact and criterion to ensure they are aligned in the best way possible. I will send any changes to the alignment to Kathleen.

Upon consultation with Dean Moberly I will work on assessing the SPED backlog. At this time I do not have any SPED data to enter into the rubric.

Jacob Hollatz has completed the refresh of EDUC 501. Doug Eicher has completed the refresh of EDUC 559. Kari Drymon has completed the refresh of EDUC 660. Lorie Flores is working on the refresh of PSY 511.