

Program Plan and Findings: Four Column Layout



Program (EHS) - STLES - Teaching, Learning and Leadership (MS) - 057

Program Mission Statement: In the School of Teaching, Learning and Educational Sciences (STLES), we employ and model authentic, engaging methods and innovative, collaborative practices to develop scholars, especially teachers and teacher educators, who are transformative leaders and reflective practitioners adept at using creative and effective methods of teaching to foster just and productive communities. Our vision is to develop outstanding educators who have the confidence and competence to be leaders, advocates, and agents of changes in the global education community.

Annual Executive Summaries

2019 - 2020

Program Assessment Coordinator: Donita Shaw

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/15/2019

Date of Future Plan Review and Approval: 09/15/2020

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: Describe overall assessment findings and faculty members' interpretation of the assessment results

In general, the comprehensive exam data suggest that TLL students are meeting learning outcomes #1-6. We did not have any students fail or need to retake the exam, meeting our criteria for 90% pass rate. When evaluating the data for trends on a scale of 0.0-3.0, it appears that Research, Diversity, and Specialization are the lowest areas at 2.5 out of 3.0, with Leadership, Pedagogy, and Quality of Writing as the highest at 3.0 out of 3.0.

In general, the non-thesis option data suggest that students are meeting learning outcomes #1-6. We had no students fail or need to re-present their non-thesis option. When evaluating the data for trends scores within each sub-area ranged from 3.50-4.00. It appears that the assessed areas of strength include Pedagogy and Presentation (3.75 out of 4.0) and Specialization (3.75 out of 4.0), with Leadership, Research and Diversity (3.5 out of 4.0 respectively for each) as the lowest scores.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Faculty responsible for scoring TLL students' knowledge are members of each student's advisory committee. Each advisory faculty committee member independently evaluates comprehensive exams or the non-thesis option using a common rubric. Each faculty reviewer submits scores and comments to the student's committee chair who collectively evaluates them.

Describe the process for sharing and discussing assessment findings with program faculty: The TLL coordinator is responsible for reviewing and interpreting assessment data. The TLL coordinator is also responsible for disseminating the data (see below regarding the process).

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: Per our 2019-2020 meetings, we re-evaluated our two assessment rubrics to identify what changes needed to be made. Faculty determined 6 specific outcomes and we set more detailed goals for each outcome that faculty see as important for the improvement of the TLL program. Finally, faculty engaged in program-level conversations about the usefulness and purpose of written comprehensive exams, which vary in use by option area. Faculty were encouraged to consider revisiting and revising their option area requirements for written comprehensive exams based on these data-informed conversations.

Based on this year's findings, what (if any) changes are planned for the assessment process?: The TLL coordinator has been able to access Qualtrics data on a timely basis during the past school year, and this has helped with data collection and reporting. At this time, we have no immediate plans for additional assessment data.

Describe the process for implementing these changes/planned program improvements: The TLL coordinator will work with option-area coordinators as we revise and reflect on our program. Some option areas are making changes to their programs to be more competitive and desirable in today's higher education market. Then at the semester TLL faculty meetings, option-areas can share their upcoming changes and the faculty as a whole will have a discussion about further changes we want to implement in 2020-2021.

Program Improvements Made in the Last Year: Curriculum Improvements, Assessment Measure Improvements

"Other" Improvements:

Goals for the Coming Year: Our goals for the coming year are to: continue to have conversations about our programmatic goals, assessment plans, and level of rigor as option areas make changes to become more marketable and competitive; continue discussion from the previous year about how to offer accessible and meaningful paths to support students who would like to move from our certificate programs to our Master's in TLL degree program; and develop renewed recruitment and retention efforts, including efforts to recruit our School's undergraduate students into our Master's program.

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Erin Dyke

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Leadership, Agency and Advocacy - Students will demonstrate an understanding of program content including leadership, agency, and advocacy.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Comprehensive, Certification, or Professional Exam(s) - The assessment method used to measure this Learning Outcome is the TLL master's comprehensive written examination that is prepared and evaluated by each student's advisory committee. Advisory committees consist of 2-3 faculty in the student's area of focus. The comprehensive exam is provided one time each spring, fall, and summer. Students in the option areas who require the exam take the exam usually during their final semester in the TLL Master's program. Members of a student's advisory committee contribute to the construction of examination questions. These questions not only</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Alongside "pedagogy", this area of assessment was one of the strongest of TLL students who completed comprehensive exams during the report year (an average of 3 out of a total of 3 points). (09/30/2020)</p> <p>Number of Students Assessed: 2</p> <p>Number of Successful Students: 2</p> <p>How were students selected to participate in the assessment of this outcome?: All students who participated are enrolled in option areas that require the exam take the exam. Many students participate in this assessment via the non-thesis option requirement.</p> <p>What do the findings suggest about student achievement of this learning outcome?: The finding suggest leadership, agency, and advocacy is a strength for TLL students.</p>	<p>Use of Findings (Actions): The findings suggest program faculty are successfully preparing our students as leaders, agents, and advocates for educational settings. For this outcome, faculty will review leadership data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>address the learning outcome, but also are specific to each student's area of focus, thus personalizing each exam to the student. Advisory committee members also evaluate students' written exam responses. The number of exam questions varies and is determined by each advisory committee. To maintain consistency, each reviewer evaluates written exam responses using a common scoring rubric to assess responses according to program content areas. Each faculty reviewer submits scores and comments to the student's committee chair. The scoring rubric assesses the quality of written responses to exam questions on a scale of 3 (high) to 1 (low).</p> <p>* Learning Outcome Goal/Benchmark: 90% of our TLL students will pass their exam on the first attempt. Timeline for Assessment: Each Semester Other Assessment Type: Related Documents: TLL Comprehensive Exam Rubric 2018.docx Review of Thesis/Dissertation/Creative Component - The assessment method used to measure this learning outcome is the TLL non-thesis option that is guided and evaluated by each student's advisory committee. Advisory committees consist of 3 faculty in the student's option area (There are 7 options: 1) curriculum and leadership studies, 2) K-12 education, 3) mathematics and</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) Students who completed the non-thesis option evidenced strong and consistent performances across all outcomes, including leadership, agency, and advocacy (average of 3.5/4). (09/30/2020) Number of Students Assessed: 20 Number of Successful Students: 20 How were students selected to participate in the assessment of this outcome?: All TLL students who completed their non-thesis option during the report year participated in this assessment.</p>	<p>Use of Findings (Actions): Faculty will review leadership data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program. (09/30/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>science, 4) workforce education, 5) reading and literacy, 6) special education, 7) gifted and talented). The non-thesis option assessment typically is presented to the faculty in the fall and spring semesters. This means that if students graduate spring or fall semester, the non-thesis option will occur during their final semester. However, if students graduate in the summer, then they may complete their non-thesis option assessment in the spring prior to graduating during the summer semester. Members of a student's advisory committee contribute to the construction of the project for the non-thesis option. The non-thesis option not only addresses this learning option but it is also specific to each student's option area, thus personalizing the non-thesis option to the student. For example, the Elementary Math Specialist and Reading/Literacy Specialist complete a portfolio. Math/Literacy graduate students enter artifacts from their graduate coursework into Live Text and reflect upon the accreditation standards and the learning obtained from their pursuit of higher education. To maintain consistency across program areas and project types, the faculty review the non-thesis option based on a common rubric, which was disseminated Spring 2018. The scoring rubric assesses the quality of work on a scale of 4 (high) to 1 (low).</p> <p>* Learning Outcome Goal/Benchmark: 90% of our</p>	<p>What do the findings suggest about student achievement of this learning outcome?: The findings suggest our faculty are preparing strong leaders, agents, and advocates for educational settings.</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>students will understand significant content and processes, and successfully communicate that knowledge through a creative means.</p> <p>Timeline for Assessment: Penultimate or final semester of the student's program</p> <p>Other Assessment Type:</p> <p>Related Documents: TLL Rubric Non-Thesis 2018.doc</p>		
<p>Research - Students will demonstrate an understanding of program content including research.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date: 08/20/2018</p> <p>Archived Date:</p> <p>Outcome Type: Knowledge</p> <p>Reason for Archival:</p>	<p>Comprehensive, Certification, or Professional Exam(s) - The assessment method used to measure this Learning Outcome is the TLL master's comprehensive written examination that is prepared and evaluated by each student's advisory committee. Advisory committees consist of 2-3 faculty in the student's area of focus. The comprehensive exam is provided one time each spring, fall, and summer. Students in the option areas who require the exam take the exam usually during their final semester in the TLL Master's program. Members of a student's advisory committee contribute to the construction of examination questions. These questions not only address the learning outcome, but also are specific to each student's area of focus, thus personalizing each exam to the student. Advisory committee members also evaluate students' written exam responses. The number of exam questions varies and is determined by each advisory committee. To maintain</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Students who completed their comprehensive exams met proficiency in the area of research (an average of 2.5 on a scale of 3). (09/30/2020)</p> <p>Number of Students Assessed: 2</p> <p>Number of Successful Students: 2</p> <p>How were students selected to participate in the assessment of this outcome?: All students who participated are enrolled in option areas that require the exam take the exam. Many students participate in this assessment via the non-thesis option requirement.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students evidenced proficiency in this learning outcome.</p>	<p>Use of Findings (Actions): For this outcome, faculty will review leadership data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program. (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>consistency, each reviewer evaluates written exam responses using a common scoring rubric to assess responses according to program content areas. Each faculty reviewer submits scores and comments to the student's committee chair. The scoring rubric assesses the quality of written responses to exam questions on a scale of 3 (high) to 1 (low).</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of our TLL students will pass their exam on the first attempt.</p> <p>Timeline for Assessment: Each semester</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>TLL Comprehensive Exam Rubric 2018.docx</p> <p>Review of Thesis/Dissertation/Creative Component - The assessment method used to measure this learning outcome is the TLL non-thesis option that is guided and evaluated by each student's advisory committee. Advisory committees consist of 3 faculty in the student's option area (There are 7 options: 1) curriculum and leadership studies, 2) K-12 education, 3) mathematics and science, 4) workforce education, 5) reading and literacy, 6) special education, 7) gifted and talented). The non-thesis option assessment typically is presented to the faculty in the fall and spring semesters. This means that if students graduate spring or fall semester, the non-thesis option will occur during their</p>		

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>final semester. However, if students graduate in the summer, then they may complete their non-thesis option assessment in the spring prior to graduating during the summer semester. Members of a student's advisory committee contribute to the construction of the project for the non-thesis option. The non-thesis option not only addresses this learning option but it is also specific to each student's option area, thus personalizing the non-thesis option to the student. For example, the Elementary Math Specialist and Reading/Literacy Specialist complete a portfolio. Math/Literacy graduate students enter artifacts from their graduate coursework into Live Text and reflect upon the accreditation standards and the learning obtained from their pursuit of higher education. To maintain consistency across program areas and project types, the faculty review the non-thesis option based on a common rubric, which was disseminated Spring 2018. The scoring rubric assesses the quality of work on a scale of 4 (high) to 1 (low).</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of our students will understand significant content and processes, and successfully communicate that knowledge through a creative means.</p> <p>Timeline for Assessment: Penultimate or final semester of</p>		

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>student's program</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>TLL Rubric Non-Thesis 2018.doc</p>		
<p>Pedagogy - Students will demonstrate an understanding of program content including pedagogy.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date: 08/20/2018</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>Comprehensive, Certification, or Professional Exam(s) - The assessment method used to measure this Learning Outcome is the TLL master's comprehensive written examination that is prepared and evaluated by each student's advisory committee. Advisory committees consist of 2-3 faculty in the student's area of focus. The comprehensive exam is provided one time each spring, fall, and summer. Students in the option areas who require the exam take the exam usually during their final semester in the TLL Master's program. Members of a student's advisory committee contribute to the construction of examination questions. These questions not only address the learning outcome, but also are specific to each student's area of focus, thus personalizing each exam to the student. Advisory committee members also evaluate students' written exam responses. The number of exam questions varies and is determined by each advisory committee. To maintain consistency, each reviewer evaluates written exam responses using a common scoring rubric to assess responses according to program content areas. Each faculty reviewer submits scores and comments to the student's committee chair. The</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Students evidenced proficiency in the area of pedagogy, with an average of 3 out of a total of 3 points measured. (09/30/2020)</p> <p>Number of Students Assessed: 2</p> <p>Number of Successful Students: 2</p> <p>How were students selected to participate in the assessment of this outcome?: All students in program option areas that require comprehensive exams and who completed their exams during the report year were included.</p> <p>What do the findings suggest about student achievement of this learning outcome?: The findings evidence strong student achievement in the area of pedagogy.</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>scoring rubric assesses the quality of written responses to exam questions on a scale of 3 (high) to 1 (low).</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of our TLL students will pass their exam on the first attempt.</p> <p>Timeline for Assessment: Every semester</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>TLL Comprehensive Exam Rubric 2018.docx</p> <p>Review of Thesis/Dissertation/Creative Component - The assessment method used to measure this learning outcome is the TLL non-thesis option that is guided and evaluated by each student's advisory committee. Advisory committees consist of 3 faculty in the student's option area (There are 7 options: 1) curriculum and leadership studies, 2) K-12 education, 3) mathematics and science, 4) workforce education, 5) reading and literacy, 6) special education, 7) gifted and talented). The non-thesis option assessment typically is presented to the faculty in the fall and spring semesters. This means that if students graduate spring or fall semester, the non-thesis option will occur during their final semester. However, if students graduate in the summer, then they may complete their non-thesis option assessment in the spring prior to graduating during the summer semester. Members of a student's advisory committee contribute to</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>The findings evidence students are proficient in the area of pedagogy, with an average of 3.6 out of a total of 4 points. (09/30/2020)</p> <p>Number of Students Assessed: 20</p> <p>Number of Successful Students: 20</p> <p>How were students selected to participate in the assessment of this outcome?: All students in program areas that require comprehensive exams and who completed their exams during the report year were included in the assessment.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are proficient in the area of pedagogy.</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program (09/30/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>the construction of the project for the non-thesis option. The non-thesis option not only addresses this learning option but it is also specific to each student's option area, thus personalizing the non-thesis option to the student. For example, the Elementary Math Specialist and Reading/Literacy Specialist complete a portfolio. Math/Literacy graduate students enter artifacts from their graduate coursework into Live Text and reflect upon the accreditation standards and the learning obtained from their pursuit of higher education. To maintain consistency across program areas and project types, the faculty review the non-thesis option based on a common rubric, which was disseminated Spring 2018. The scoring rubric assesses the quality of work on a scale of 4 (high) to 1 (low).</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of our students will understand significant content and processes, and successfully communicate that knowledge through a creative means.</p> <p>Timeline for Assessment: Penultimate or final semester of the student's program</p> <p>Other Assessment Type:</p> <p>Related Documents: TLL Rubric Non-Thesis 2018.doc</p>		
<p>Diversity - Students will demonstrate an understanding of program content</p>	<p>Comprehensive, Certification, or Professional Exam(s) - The</p>	<p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient)</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>including diversity. Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020 Start Date: 08/20/2018 Archived Date: Outcome Type: Disposition Reason for Archival:</p>	<p>assessment method used to measure this Learning Outcome is the TLL master's comprehensive written examination that is prepared and evaluated by each student's advisory committee. Advisory committees consist of 2-3 faculty in the student's area of focus. The comprehensive exam is provided one time each spring, fall, and summer. Students in the option areas who require the exam take the exam usually during their final semester in the TLL Master's program. Members of a student's advisory committee contribute to the construction of examination questions. These questions not only address the learning outcome, but also are specific to each student's area of focus, thus personalizing each exam to the student. Advisory committee members also evaluate students' written exam responses. The number of exam questions varies and is determined by each advisory committee. To maintain consistency, each reviewer evaluates written exam responses using a common scoring rubric to assess responses according to program content areas. Each faculty reviewer submits scores and comments to the student's committee chair. The scoring rubric assesses the quality of written responses to exam questions on a scale of 3 (high) to 1 (low). * Learning Outcome Goal/Benchmark: 90% of our TLL students will pass their exam on the first attempt.</p>	<p>Students are proficient in the area of diversity, with an average of 2.5 out of a total of 3 points. (09/30/2020) Number of Students Assessed: 2 Number of Successful Students: 2 How were students selected to participate in the assessment of this outcome?: All students who complete comprehensive exams are included in this assessment. What do the findings suggest about student achievement of this learning outcome?: The findings suggest students are proficient in the area of diversity.</p>	<p>scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Timeline for Assessment: Every semester</p> <p>Other Assessment Type:</p> <p>Related Documents: TLL Comprehensive Exam Rubric 2018.docx</p> <p>Review of Thesis/Dissertation/Creative Component - The assessment method used to measure this learning outcome is the TLL non-thesis option that is guided and evaluated by each student’s advisory committee. Advisory committees consist of 3 faculty in the student’s option area (There are 7 options: 1) curriculum and leadership studies, 2) K-12 education, 3) mathematics and science, 4) workforce education, 5) reading and literacy, 6) special education, 7) gifted and talented). The non-thesis option assessment typically is presented to the faculty in the fall and spring semesters. This means that if students graduate spring or fall semester, the non-thesis option will occur during their final semester. However, if students graduate in the summer, then they may complete their non-thesis option assessment in the spring prior to graduating during the summer semester. Members of a student’s advisory committee contribute to the construction of the project for the non-thesis option. The non-thesis option not only addresses this learning option but it is also specific to each student’s option area, thus personalizing the non-thesis option to the student. For example, the</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) The findings suggest that students are proficient in the area of diversity, with an average of 3.5 out of a total of 4 points. (09/30/2020)</p> <p>Number of Students Assessed: 20</p> <p>Number of Successful Students: 20</p> <p>How were students selected to participate in the assessment of this outcome?: All students who completed their non-thesis option component were included in the assessment.</p> <p>What do the findings suggest about student achievement of this learning outcome?: The findings suggest students are proficient in the area of diversity.</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Elementary Math Specialist and Reading/Literacy Specialist complete a portfolio. Math/Literacy graduate students enter artifacts from their graduate coursework into Live Text and reflect upon the accreditation standards and the learning obtained from their pursuit of higher education. To maintain consistency across program areas and project types, the faculty review the non-thesis option based on a common rubric, which was disseminated Spring 2018. The scoring rubric assesses the quality of work on a scale of 4 (high) to 1 (low).</p> <p>* Learning Outcome Goal/Benchmark: 90% of our students will understand significant content and processes, and successfully communicate that knowledge through a creative means.</p> <p>Timeline for Assessment: Penultimate or final semester of student's program</p> <p>Other Assessment Type:</p> <p>Related Documents: TLL Rubric Non-Thesis 2018.doc</p>		
<p>Specialization - Students will demonstrate an understanding of program content including option-area specialization.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date: 08/20/2018</p> <p>Archived Date:</p>	<p>Comprehensive, Certification, or Professional Exam(s) - The assessment method used to measure this Learning Outcome is the TLL master's comprehensive written examination that is prepared and evaluated by each student's advisory committee. Advisory committees consist of 2-3 faculty in the student's area of focus. The</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Students are proficient in their area of specialization, with an average of 2.5/3 points. (09/30/2020)</p> <p>Number of Students Assessed: 2</p> <p>Number of Successful Students: 2</p> <p>How were students selected to participate in the assessment of this outcome?: All students in option areas that require them and who take their comprehensive exams are included in this assessment.</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Type: Knowledge Reason for Archival:</p>	<p>comprehensive exam is provided one time each spring, fall, and summer. Students in the option areas who require the exam take the exam usually during their final semester in the TLL Master's program. Members of a student's advisory committee contribute to the construction of examination questions. These questions not only address the learning outcome, but also are specific to each student's area of focus, thus personalizing each exam to the student. Advisory committee members also evaluate students' written exam responses. The number of exam questions varies and is determined by each advisory committee. To maintain consistency, each reviewer evaluates written exam responses using a common scoring rubric to assess responses according to program content areas. Each faculty reviewer submits scores and comments to the student's committee chair. The scoring rubric assesses the quality of written responses to exam questions on a scale of 3 (high) to 1 (low).</p> <p>* Learning Outcome Goal/Benchmark: 90% of our TLL students will pass their exam on the first attempt. Timeline for Assessment: Every semester Other Assessment Type: Related Documents: TLL Comprehensive Exam Rubric 2018.docx</p> <p>Review of Thesis/Dissertation/Creative</p>	<p>What do the findings suggest about student achievement of this learning outcome?: The findings suggest students are proficient in their area of specialization.</p> <p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient)</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>Component - The assessment method used to measure this learning outcome is the TLL non-thesis option that is guided and evaluated by each student's advisory committee. Advisory committees consist of 3 faculty in the student's option area (There are 7 options: 1) curriculum and leadership studies, 2) K-12 education, 3) mathematics and science, 4) workforce education, 5) reading and literacy, 6) special education, 7) gifted and talented). The non-thesis option assessment typically is presented to the faculty in the fall and spring semesters. This means that if students graduate spring or fall semester, the non-thesis option will occur during their final semester. However, if students graduate in the summer, then they may complete their non-thesis option assessment in the spring prior to graduating during the summer semester. Members of a student's advisory committee contribute to the construction of the project for the non-thesis option. The non-thesis option not only addresses this learning option but it is also specific to each student's option area, thus personalizing the non-thesis option to the student. For example, the Elementary Math Specialist and Reading/Literacy Specialist complete a portfolio. Math/Literacy graduate students enter artifacts from their graduate coursework into Live Text and reflect upon the accreditation standards and the learning obtained from their pursuit of higher</p>	<p>For students who complete the non-thesis option component, the findings suggest this area is the strongest of all outcomes, with an average of 3.75 out of a total of 4 points. (09/30/2020) Number of Students Assessed: 20 Number of Successful Students: 20 How were students selected to participate in the assessment of this outcome?: All students who completed their non-thesis option during the report year. What do the findings suggest about student achievement of this learning outcome?: The findings suggest this outcome is an area of strength, and that students develop strong expertise in their areas of specialization.</p>	<p>scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program. (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>education. To maintain consistency across program areas and project types, the faculty review the non-thesis option based on a common rubric, which was disseminated Spring 2018. The scoring rubric assesses the quality of work on a scale of 4 (high) to 1 (low).</p> <p>* Learning Outcome Goal/Benchmark: 90% of our students will understand significant content and processes, and successfully communicate that knowledge through a creative means.</p> <p>Timeline for Assessment: penultimate or final semester of student's program</p> <p>Other Assessment Type:</p> <p>Related Documents: TLL Rubric Non-Thesis 2018.doc</p>		
<p>Quality of Writing or Oral Presentation - Students will demonstrate quality of writing or successful oral presentation.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date: 08/20/2018</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>Comprehensive, Certification, or Professional Exam(s) - The assessment method used to measure this Learning Outcome is the TLL master's comprehensive written examination that is prepared and evaluated by each student's advisory committee. Advisory committees consist of 2-3 faculty in the student's area of focus. The comprehensive exam is provided one time each spring, fall, and summer. Students in the option areas who require the exam take the exam usually during their final semester in the TLL Master's program. Members of a student's</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>The findings suggest that, while students evidenced proficiency, this is an area of improvement for students during their comprehensive exams. However, this year, we had lower than usual numbers of students complete the comprehensive exams as they are not required across all option areas. (09/30/2020)</p> <p>Number of Students Assessed: 2</p> <p>Number of Successful Students: 2</p> <p>How were students selected to participate in the assessment of this outcome?: All students who completed comprehensive exams during the report year were included.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students evidence minimum proficiency in the area of writing quality.</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program. (09/30/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>advisory committee contribute to the construction of examination questions. These questions not only address the learning outcome, but also are specific to each student's area of focus, thus personalizing each exam to the student. Advisory committee members also evaluate students' written exam responses. The number of exam questions varies and is determined by each advisory committee. To maintain consistency, each reviewer evaluates written exam responses using a common scoring rubric to assess responses according to program content areas. Each faculty reviewer submits scores and comments to the student's committee chair. The scoring rubric assesses the quality of written responses to exam questions on a scale of 3 (high) to 1 (low).</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of our TLL students will pass their exam on the first attempt.</p> <p>Timeline for Assessment: Every semester.</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>TLL Comprehensive Exam Rubric 2018.docx</p> <p>Review of Thesis/Dissertation/Creative Component - The assessment method used to measure this learning outcome is the TLL non-thesis option that is guided and evaluated by each student's advisory committee. Advisory committees consist of 3 faculty in the student's</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) This area was the second highest area of achievement, with an average of 3.65/4 points. (09/30/2020)</p> <p>Number of Students Assessed: 20</p> <p>Number of Successful Students: 20</p> <p>How were students selected to participate in the assessment of this outcome?: All students who participated in the non-thesis option requirement were</p>	<p>Use of Findings (Actions): For this outcome, faculty will review data scores in both the comprehensive exam and the non-thesis assessments to identify possible implications and improvements for our program. (09/30/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>option area (There are 7 options: 1) curriculum and leadership studies, 2) K-12 education, 3) mathematics and science, 4) workforce education, 5) reading and literacy, 6) special education, 7) gifted and talented). The non-thesis option assessment typically is presented to the faculty in the fall and spring semesters. This means that if students graduate spring or fall semester, the non-thesis option will occur during their final semester. However, if students graduate in the summer, then they may complete their non-thesis option assessment in the spring prior to graduating during the summer semester. Members of a student's advisory committee contribute to the construction of the project for the non-thesis option. The non-thesis option not only addresses this learning option but it is also specific to each student's option area, thus personalizing the non-thesis option to the student. For example, the Elementary Math Specialist and Reading/Literacy Specialist complete a portfolio. Math/Literacy graduate students enter artifacts from their graduate coursework into Live Text and reflect upon the accreditation standards and the learning obtained from their pursuit of higher education. To maintain consistency across program areas and project types, the faculty review the non-thesis option based on a common rubric, which was disseminated Spring 2018. The scoring rubric assesses the quality of work on a</p>	<p>assessed.</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students' assessment results evidence strong quality of communicating their knowledge and expertise in writing and presentation.</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>scale of 4 (high) to 1 (low).</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 90% of our students will understand significant content and processes, and successfully communicate that knowledge through a creative means.</p> <p>Timeline for Assessment: Penultimate or final semester of the student's program</p> <p>Other Assessment Type:</p> <p>Related Documents: TLL Rubric Non-Thesis 2018.doc</p>		